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ABSTRACT

The Education for Democratic Citizenship (EDC) project, organized by the Council for Cultural Cooperation within the Council of Europe, was launched in 1997 and concluded in 2000. Objectives of the final conference were (1) to present the results of the EDC project including those found in the various publications and in the final report; (2) to critically reflect and discuss these project results; (3) to plan future dissemination of the project's results; and (4) to strengthen the development of education for democratic citizenship. This report of the final conference provides a summary of the three day proceedings. The report includes reports from the working groups and provides a brief synthesis of these group discussions. The final section of the report presents the views of the rapporteur-general on some of the main issues arising from the conference and the significance of these issues within the EDC project as a whole. The report is divided into three sections: (1) "Introduction"; (2) "Proceedings of the Conference" (Day 1: Stocktaking, Official Opening of the Final Conference, Reports from the Stocktaking Working Groups; Day 2: Explorations, Synthesis Presentation of the Stocktaking Working Groups from Day 1 by the General Rapporteur, Panel Discussion, Working Groups Exploring Particular Issues and Future Possible Developments within Education for Democratic Citizenship; Day 3: The Future, Panel Discussion on Proposed Future EDC Activities, Panel Discussion: Outlook of Future Actions, Closing Conference Address: Professor Mwesiga Baregu); and (3) "Synthesis of the Debates and the Conclusions of the Final Conference." (BT)

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ED 470 394

# Education for Democratic Citizenship

# REPORT OF THE FINAL CONFERENCE

By KEITH FORRESTER

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## A. INTRODUCTION

The "Education for Democratic Citizenship" (EDC) project, organised by the Council for Cultural Co-operation within the Council of Europe, was launched in 1997 and concluded in the year 2000. This first phase of the EDC project focused on:

Exploring concepts and practices of "education for democratic citizenship";

Identifying and supporting Sites of Citizenship;

Understanding the learning methods and practices for "education for democratic citizenship".

Four Reports were produced which reflected the activities in these areas. These were:

The final EDC project report entitled Education for Democratic Citizenship: a lifelong learning perspective, written by Cesar Birzea;

Basic concepts and core competencies for education for democratic citizenship, by Francois Audigier;

Sites of citizenship: empowerment, participation and partnerships, by Liam Carey and Keith Forrester;

Strategies for learning democratic citizenship, by Karlheinz Duerr, Vedrana Spajic-Vrkas and Isabel Ferreira Martins.

The results from the EDC project, after being reviewed and discussed at the Final Conference in September 2000, will be used as a basis for policy recommendations and for the implementation of future programmes and/or projects in the area of Education for Democratic Citizenship.

The objectives of the Final Conference as defined by the Conference preparatory group chaired by Marino Ostini, were as follows:

· to present the results of the EDC project such as those found in the various publications and in the Final Report;

· to critically reflect and discuss these project results;

· to selectively explore in more depth a number of themes such as those focusing on empowerment, partnerships and methodology;

· to plan the future dissemination of the projects" results;

· to mobilise support for the follow-up phase of the EDC project inside and outside of the Council of Europe;

· to strengthen the development of education for democratic citizenship through identifying and suggesting new strategies, new participants and actors in the EDC project and through participation in the next phase of the EDC project.

· Participants at the Final Conference were from various audiences and included decision-makers and politicians (political level), people involved in the project (professional level), participants from non-governmental organisation and trade union (civil society), representatives from International Institutions, young people, pupils and students and finally, people from other Council of Europe sectors. In total there were 180 participants from member countries in the Council of Europe. In addition, there were participants from the United States of America, Canada, Israel and from Benin and Zimbabwe.

The outcomes from the Final Conference were identified as:

· defining the main elements of future strategies for Education for Democratic Citizenship;

· contributing to the preparation of policy recommendations on the implementation of education for democratic citizenship to be submitted to the Education Committee in preparation of the Ministers of Education Conference in Krakow, Poland in October 2000;

· developing further the networks of co-operation in the field of education for democratic citizenship.

The Final Conference intended to be "a site of citizenship" itself

and to be "participative at all times". The organisation of the three-day conference was structured around the three "conference themes". These were:

· stocktaking and reviewing the EDC project;

· exploration and discussion of issues and areas not centrally part of current EDC project activity;

· the future suggesting elements within the second phase of EDC.

This report of the Final Conference will provide a summary of the three-day proceedings. It will include the reports from the Working Groups and will provide a brief synthesis of these Group discussions as interpreted by the rapporteur-general. The final section of the report will present the views of the rapporteur-general on some of the main issues arising from the conference and the significance of these issues within the EDC project as a whole.

The programme and list of participants are presented in the appendices of this report.

## B. PROCEEDINGS OF THE CONFERENCE

### 1.DAY ONE: "Stocktaking"

### 1.1Official Opening of the Final Conference

The Official Opening of the Conference was chaired by Mrs Jurga Strumskiene (Lithuania), Chairperson of the Education Committee within the Council of Europe. After welcoming participants to this important conference, Mrs Strumskiene provided a brief summary to the Education for Democratic Citizenship (EDC) project and reminded everyone of the primary purposes of the three-day discussions: namely, to review the developments of the EDC project since 1997 and to suggest ways of carrying forward the project in the second phase. "Whether the conference succeeds or not is now up to you", she told participants. She reminded delegates that it was important to be as honest as possible, "to criticise or praise" where appropriate.

The Opening Address of the Final Conference was presented by Mr Walter Schwimmer, Secretary General of the Council of Europe. Participants were welcomed to the Final Conference. Mr Schwimmer reminded participants that education for democratic citizenship "is part and parcel of the core mission of the Organisation to build a freer, more tolerant and just society based on common values and solidarity." After summarising the main objectives of the EDC project, the Secretary General reminded delegates that a "democratic society is not something which, once achieved, will stay forever. It is a dynamic concept requiring permanent efforts to be kept alive and function successfully." The Sites of Citizenship, suggested Mr Schwimmer, had been an important part of the project and could serve as models for encouraging citizenship. The EDC project, as a whole, had demonstrated concretely how education for democratic citizenship contributes to social cohesion and stability. Enabling citizens to understand the developments surrounding them was particularly important, especially in the societies in transition.

The Council of Europe's EDC project, in partnership with the initiatives in member States and those by international organisations and non-governmental organisations (NGCs) has highlighted the importance of EDC as a major concern in educational practice, policy and reform throughout Europe.

Conference participants were invited to critically assess progress on the EDC project so far. There were a number of important and urgent questions that needed answering and discussions throughout the Conference would contribute towards answering these questions.

Finally, the Secretary General reminded participants that, although this was "Final Conference", it did not signal the end of the Council of Europe's commitment to this area of work. As Mr Schwimmer put it, "I strongly believe that our work in the field of education for democratic citizenship should be continued and indeed be a cornerstone of our activities in the education field. Only the Council of Europe has the credibility, experience and membership to carry out this work on a truly European scale."

The Secretary General wished all participants a very successful conference. His speech appears in Appendix III.

The keynote speaker for the official opening of the conference,

Ms Catherine Trautmann (Mayor of Strasbourg) was introduced to the conference. The title of her address was: "The Challenge of EDC in Europe today and tomorrow". Ms Trautmann welcomed delegates to the city of Strasbourg and stressed how important was the conference topic of education for democratic citizenship. In particular, Ms Trautmann stressed "the novelty" of learning and citizenship having a focus on cultural and social issues rather than economic ones. Lifelong learning, and not schools alone, she agreed was a further important characteristic of the EDC project. A key challenge of education for democratic citizenship, she argued, was the creation and development of lifelong learning practices that engage with processes of technological change, provide access to knowledge and explore new forms of democratic citizenship that focus, and stress, participation rather than simply voting. Ms Trautmann acknowleged that there were significant problems and challenges confronting all of us and that there were no easy solutions. There was, consequently, a need to innovate and experiment in exploring solutions to these challenges. These qualities were central to the Council of Europe"s EDC project.

Ms Trautmann was familiar with the aims and activities of the EDC project, she informed the conference, as the city of Strasbourg had been involved in the development of the Strasbourg/Alsace Site of Citizenship. In Strasbourg, citizenship initiatives, she reminded conference participants, were centred on involving marginalised young people in the development of participative structures in the struggle against racism and intolerance. Globalisation and the growth of nationalism was posing considerable difficulties for established models and practices of democracy and it was imperative to explore, as was the case in the Strasbourg/Alsace Sites of Citizenship, new forms of learning outside the formal structures, institutions, that use computer information technology, the television and media at the local neighbourhood level.

It was important to offer choices, argued Ms Trautmann. There were people in our cities who were being denied their human dignity and whose cultural rights were not being recognised. This issue of social exclusion was central to an education for democratic citizenship, argued Ms. Trautmann. The recognition of differences was possible within a framework of tolerance, solidarity, respect and participation. Knowing our complicated histories is also of vital importance. In conclusion, Ms Trautmann

greatly welcomed the stress placed by the Council of Europe in the EDC project on the social and cultural dimensions and was happy to be involved in the project through the city's involvement in the Sites of Citizenship. Her full speech appears in Appendix IV.

Following Ms Trautmann's keynote address to the conference was Mr Cesar Birzea, Chairperson of the EDC Project Group and author of the EDC's project Final Report. His presentation was an outline of the Final Report. Mr Birzea's talk was structured around three concerns. Firstly, he wanted to convey the positive aspects of the EDC project as a basis for its continuation in future years. He felt that Mr Schwimmer, the Secretary General of the Council of Europe, had already provided this assurance in his earlier contribution. Secondly, Mr Birzea wanted to identify a number of points from his Final Report and thirdly, he wanted to highlight a number of policy linkages from the EDC project.

The 1990s, reminded Mr Birzea, was seen by Ralf Dahrendorf (the eminent German social scientist) as the "decade of citizenship". There were a number of reasons explaining the widespread interest in citizenship issues in this and the last decade. There was the recognition, for example, that the construction of democracy is a constantly continuing process. It can always be improved and is a lifelong process. Secondly, increased attention has focused on citizenship not only because of emphasis on the "end of the century" but also because of the great political changes that we are living through and also, contemplating a future that is not that clear. As a result of these context-related issues, citizenship is a subject of widespread interest amongst various audiences. Mr Birzea situated the EDC project within the Council of Europe second summit of Heads of State and government (1997), the Budapest Declaration (adopted at the 50th Anniversary of the Council of Europe in May 1999), educational cooperation in southeast Europe through the Graz Process (1998) and the Stability Pact (1999). The EDC project was shaped and, in time, shapes these important initiatives. In the future, this linkage between the Council of Europe's work on EDC with these wider developments will be of increasing importance. Internally, within the Council of Europe, Mr Birzea saw EDC as providing the inspiration of a multi-sector and multi-disciplinary approach during its current period of restructuring and reorganisation. In concluding part of his talk, Mr Birzea identified five areas of policy linkages and

development that, he suggested, would be of interest to the Ministers of Education meeting in Krakow in October 2000. These were:

EDC as an educational aim. There are a wide variety of educational policies resulting from the EDC project experience (and are listed on page 69 of Mr Birzeas' Final Report);

EDC as a pillar of the Learning Society (see page 71 in the Final Report);

EDC as a continuing change process (see page 71 in the Final Report);

EDC as suggesting core competencies for democratic citizenship (see page 33 & 69 in the Final report );

EDC as an instrument for social cohesion (see page 70 in the Final report).

In the final plenary presentation of the Official Opening, which followed Marino Ostini's presentation of the Conference programme (see appendix) a number of participants from the Strasbourg Site of Citizenship provided conference participants with an overview of the developments and activities within the Site. Gregoire Mehl, from the Themis organisation, introduced the session and stressed the importance of involving young people in the municipal life of Strasbourg. Themis, a non-governmental organisation active in the Strasbourg Site of Citizenship employed lawyers, teachers, trainers and psychologists who worked with young people informing them of their rights and designed strategies to overcome their (often) political and social marginalisation. A video on the work of Themis demonstrated their approach with young people in different contexts.

During the summer periods, Themis went out to the neighbourhoods in the city informing young people of their rights. If requested, training courses, designed for the promotion and exercise of rights, are organised. Using and responding to the media and the use of ICT were often in demand. "Relay mediators" to illustrate democracy in the neighbourhoods are trained in the working groups.

Developing greater involvement and discussion about democratic practices with young people is possible, suggested Themis, but requires patient, long-term work and involvement to create the relationships of confidence and trust that underpins this work. Monica Kehdir, an elected representative on Strasbourg's City Youth Council talked to the conference of the structure within the city designed to encourage participation by young people. 127 people from the neighbourhood level were elected for a period of 2 years on to the City Youth Council. The local neighbourhood councils worked on a variety of issues such as health and housing and, if necessary, with School representatives. "Young people must get going and act" argued Ms Khedir, "and must act together and with others".

**1.2.Reports from the "Stocktaking" Working Groups**

In the afternoon of the first day, given Working Groups were convened. The theme of all groups was "stocktaking"; to present and critically evaluate the results of the EDC project. Each group had a rapporteur, a moderator and invited presentations, and suggested questions to be consider.

The reports below are from the rapporteurs in each group.

1.2.1. Working group One: Basic Concepts and Key Competencies

Moderator : Ruud Veldhuis (The Netherlands)

*Rapporteur : Marino Ostini (Switzerland)*

Presentation : François Audigier (France)

No. of part : approx. 30

In his introduction, Mr. Veldhuis emphasizes the core ideas for discussion : participation, competencies, contribution from education, contribution from other sectors, bottlenecks.

The objective of the workshop : to arrive at recommendations for policy and practice, for dissemination, for future work.

In his presentation, while referring himself to his written contribution, Mr. Audigier underlines what are in his opinion the

main issues to be underlined for consideration :

· Citizenship should be an open concept

· A plurality of approaches to citizenship has to co-exist

· The balance between power and freedom is a matter of education

· A public space has to be constructed for citizenship to blossom

· Transparency on weaknesses, including our own, has to exist

· Some open questions to be discussed :

· How do (individual) citizenship and pluralism relate to each other?

· How to accept both, the right to participate and the right not to participate ?

On the latter, following exchanges in the workshop, Audigier feels that, if for nothing else, it is important to take into account the existing controversy about participation and non-participation in order to build educational programmes which help students to learn to cope with inequality.

From the discussion in the group, it can also be said that experience shows that in order to acquire skills and competencies in citizenship, the following should be taken into account :

Youth wanting to contribute to society will do this more willingly in groups.

The pertinent use of Internet can contribute to political awareness raising and participation.

One learns more about democracy through participation rather than learning about participation.

It is important to take into account the fact that schools are not necessarily democratic, that in order to get a knack for participation in society, a democratic climate and environment

have to be created and signals of disenchantment in schools be taken seriously.

It is not enough to develop curriculum in civics, if at the end one does not know how to measure competencies acquired.

Reforms in civic education, if they want to succeed, have to be embedded in overall educational reforms dealing with definition, measurement and recognition of competencies.

A word of caution is given by Mr. Audigier who says : how can schools be democratic if society is not ? Actually, the first target population to be trained should be the decision makers themselves...

Among the recommendations formulated by the participants, the following emerge :

Combine EDC with human rights education.

· Intensify comparative research on the acquisition of EDC competencies, by promoting for ex. thematic reviews across countries.

· Disseminate and transfer EDC experiences by using all pertinent means available, including Information & Communication Technology (ICT).

· Develop mechanisms for having the right conditions in school acquisition of EDC competencies, looking for ex. at the « just community school » approach.

· Offer EDC traning for decision makers.

· Promote assessment and recognition of EDC competencies and skills.

· Introduce Lifelong Learning programs for maintaining and renewing EDC skills and competencies, these being evolutive and not static.

· Investigate the possibility of having core deontological rules for teaching ethics and values.

· Bring EDC and environmental education to greater synergies.

· Disseminate results about practical experiences on acquisition of EDC competencies.

· Disseminate results on EDC in general beyond the two working Languages of CoE.

· Involve national authorities to do their « homework » in getting the results known, including the use of the national Languages.

· Invite the CoE citizenship sites to do more systematic dissemination of results, using ICT.

· Underline the responsibility of all participants to contribute to the development of EDC in their own (professional) environment.

· Involve more fully NGO's active in human rights education, these not being very visible so far.

· Work more closely with existing citizenship sites and have them work together more collaboratively to develop further linkages between formal and non-formal acquisition of EDC competencies and skills.

As a concluding remark, a participant raised the question about tolerance in this realm...Is it still in ? In essence, beyond the possibilities of collaborative developments in the area of EDC competencies and skills , we ought to think about our own, individual self-development, taking into account the good and the less good within ourselves. Tolerance might begin with more tolerance with ourselves...

1.2.2. Working group Two - Sites of Citizenship: Empowerment and

Partnerships

Moderator: Liam Carey (Ireland)

*Rapporteur: Jose Manuel Pureza (Portugal)*

Presentations: Rajka Pticek (Croatia) and Ramon Mandado (Spain)

Working Method: Presentation of 2 case studies (Spanish and Croatian sites of citizenship, followed by open debate on 5 main issues:

a) Obstacles )

Strategies )

Resources ) concerning sites

Partnerships )

Sustainability )

Question 1 · WHAT ARE SITES?

Constellations of experiences

Dynamics (from school to social and cultural cohesion/integration)

Deepening of former experiences

Question 2 · WHAT WAS LEARNT FROM SITES EXPERIENCE?

New forms of social work · sites as learning instances of a co-operative kind of work and of participatory democracy.

A "never-ending" nature of democratic and citizenship experience: citizenship and democracy not confined to vertical relations between individuals and power/State but enlarged to horizontal relations between individuals and between groups and communities (shared responsibilities) _ We have learnt that there are no closed standards of democracy and citizenship and that participation and shared responsibilities are permanent challenges.

Partnerships have been the most important vehicle/instrument/strategy of learning these contents/priorities.

Partnerships are ambivalent experiences, but we should combine the centrality of school-based sites" experience with partnerships with other actors (NGO's, municipalities, community

representatives.

Question 3 · NEEDS

Dissemination, networking, twinning of EDC sites Aim =

Political support = Sustainability

Financial resources

1.2.3. Working group Three - Education for Democratic Citizenship: Strategies for Learning

Moderator: Reinhild Otte (Germany)

*Rapporteur Isak Froumin (Russia)*

Presentations: Vedrana Spajik-Vkras (Croatia), Karlheinz Duerr (Germany)

and Isabel Ferreira Martins (Portugal)

Number of participants: 38

Part A

Working Methods

1. Presenters presented the history of the report, alternatives they considered in the

way of study, research techniques.

2. Moderator suggested to answer concrete questions useful for policy-makers, for

practitioners on different levels.

3. The group collected questions and comments.

4. The presenters gave their answers for the questions and comments.

5. The moderator summed up the discussion.

Main issues discussed

· Synergy between different types of learning: in formal and in informal settings.

· Synergy between different actors of the learning process.

· Differences between adult learning for democratic citizenship and children learning

· Role of different contexts in learning for democratic citizenship.

· Why one group of youth joins political activities and why others do not.

· What are the possibilities, chances for learning for DC?

· What are the concrete implications from the EDC project experience for

· educational policy as a whole? How can we see the EDC in a general context of educational reform?

· In practice EDC has less prestige and respect than professional training.

· Objectives of learning are different from objectives of teaching (it is not reflected in the report).

· The report authors worked in the assumption of a stable democracy.

· We cannot limit our discussion to Europe - we need more global context.

· There is a lack of critical analysis of the recent educational practice in the report.

Part B

Implications for policies and practices

The different actors including families and church should be involved in EDC

more actively.

The building of common framework for EDC should take into account different

historical contexts.

3. EDC in countries with internal conflict has specific features.

To consider emerging difficulties and obstacles positively - as possibilities and

potentials.

We need to request priority for EDC among other subject areas within the

general educational reform. Recently there is no such priority compared with

other subject areas and other direction of educational reform.

6. Non-formal education should play more important role even in formal settings.

Strategies for future development of and support to EDC

To concentrate on approaches and methods to be standard for EDC.

To make discussion about informal education more operational.

Conclusions

The report about strategies of learning is a good example of analytical

work which is very useful for all actors of EDC.

This report does not close the topic - it opens new perspectives

for study

and practical work.

EDC cannot be reduced to one school subject. It is a complex approach,

discipline.

Education policy-makers have to put EDC as a priority for educational

reform.

All different actors of EDC including parents should be networked.

Working group Four - Youth Participation in and out of School

Moderator: Andreas Karsten (European Youth Forum)

*Rapporteur: Jacek Krolikowski (Poland)*

Presentation: Alfred Mallia (Malta) and Anita Stefin (Slovenia)

Number of Participants : 25 (including Youth Forum representatives)

Working Methods

Tour de table

Presentations

Discussion

Main issues discussed

Presentations:

Alfred Mallia (Malta): "Democracy in, for and through School"- In

Service Training Programme for Teachers.

Anita Stefin (Slovenia): "How we use European Charter on the Participation of Young People in Municipal and Regional Slovenia" Programme of development of local youth structures.

Question/answer session after presentations.

* The role of "Draft Recommendation of Education for Democratic

Citizenship" and real influence of this document on the education policy of the member countries.

* The need for dissemination of the case studies (examples of good practice)

and sharing of experience from the projects developed in the last three years.

* Development of the list of practical recommendations for the future

projects.

1- *Implication of policies and practices: Dissemination of results and transfer of*

*experience*

At the beginning some of the participants expressed scepticism concerning the real influence of "Draft Recommendations . . ." on educational policy. They also wondered if it is possible to stress so many valuable experiences from projects into such a general document. That is why some participants expressed the need for disseminating examples of good practice. Two remarks suggested to add to the "Draft Recommendation . . ." the problem of minorities in Europe (point 4) and in point 12 to add Eastern Europe and Caucas region.

2- *Strategies for future development of and support to EDC*

As practitioners, participants recommended some strategies and approaches for the future projects that should continue the Council of Europe's efforts in the field of citizenship education. The recommendations are:

EDC can be implemented in different countries in different ways. There is no need to require from member states the establishment of separate school subjects. EDC can be present in the educational system as a cross-curriculum activity.

Young people should be involved in all stages of project development. Youth organisations should have the legal basis for their activities in school and out of school.

School programmes should be implemented in co-operation with local communities and local governments.

Teacher training is still crucial for EDC. More methods like drama should be used to promote co-operation and mutual understanding between students and teachers.

The new technologies should help schools to teach EDC and disseminate projects results.

Projects should be more international.

EDC needs long term action. The Council of Europe should continue EDC programmes.

Working group Five - Social Cohesion & Civil Society

Moderator: Frans Lander (Netherlands)

*Rapporteur: Joella Gipson (USA)*

Presentation: Jean-Marie Heydt (France)

Number of Participants: 24

Working Methods

Introduction of each Participant by Country and position

Presentation

Reflections, questions and discussion

Working groups of 3 and 4 for sharing and consensus

Group reports to plenary

Main Issues Discussed

"Social cohesion" implies a sense of belonging, the well-being of individuals and that of the community, a process of membership, and active participation in society. Values and standards are founded on human dignity and social justice. Transfer of values of dignity and social cohesion in the past and for the future has benefits and hindrances. Some benefits include emotional security, knowledge and understanding of standards and rules, economic security, health care and standard of living. Some hindrances include loss of identity of groups, lack of recognition of individuals and groups, inadequate communication among generations, lack of understanding of rules, rights and changes in institutions and society, and economic difficulties in relation to employment and buying power.

The main four sites for social cohesion in civil society are the family, schools, associations and companies. Empowerment and change in company concepts of their employees are critical for assisting groups to become participating members of civil society. Empowerment of individuals helps them to discover their potential, take risks, and make creative and meaningful contributions.

The Language used by institutions should be client-friendly. Minorities and other groups within society that do not understand the technical Language of rules and regulations do not know their rights and the process for obtaining these rights. In addition the knowledge and study of the Language of the new country for immigrants and minority groups are significant factors for knowledge and understanding of laws and rights. Without ability to communicate in a Language, individuals and groups cannot be informed and active participants in civil society.

In order to increase diversity, participation and involvement there is a need for a concerted effort to increase sharing within and among the elite class, middle class and people of little means. Decentralisation has been successful in large cities where churches, families, schools, neighbourhoods, companies, NGO's, associations have worked together on common interests and

projects. A holistic approach has been a successful meaningful and productive approach.

Dissemination of Results and Transfer of Experience

Dissemination of results include:

· Vehicle for identifying and compiling best practices from each member country to be shared with member countries;

· Use of media, for example actively working with the producers and writers of "popular programs" to incorporate in the programs social cohesion and civil society values;

· Use of Internet and web-sites for information and activities about social cohesion and civil society.

· Strategies for Future Development

· Make all institutions learning environments by creating leaders within each group: families working with other families; schools working with other schools; companies working with other companies;

· Begin the teaching and involvement of citizenship in early childhood in

· the home, school and neighbourhood;

· Create links between families, neighbourhoods, schools, and

· associations;

· Concepts of social cohesiveness should be diverse to include all genders,

· ages, ethnic groups and sectors of society;

· Increase intergenerational respect, trust and co-operation through committees and projects that have participants and working members of all ages;

· Share locally, regionally, and globally the contributions and experiences

· of grass roots groups;

· Train teachers to teach other teachers, parents to teach other parents, companies to teach other companies about the concepts and activities promoting social cohesion and civil society;

· Use of external evaluators to systematically evaluate the experiences of member countries; and

· Increase participation of immigrants and minority groups by providing Language and linguistic training in the Language of the country.

**2. DAY TWO: "Explorations"**

The second day of the conference had, as its theme, "exploration". After reviewing the results of the Education for Democratic Project, the emphasis instead would be one of exploring issues and areas that required greater development and discussion. Some of the issues discussed in this second day had not played a central part in the project so far or perhaps need greater emphasis than had been the case. There was the opportunity then to "explore" a number of issues and to discuss their impact and implications on education for democratic citizenship.

The Chairperson was Mr Dominique Barthelemy from Belgium who was also Vice-Chairperson of the Education Committee within the Council of Europe. Mr Barthelemy welcomed delegates to this second day and invited the General Rapporteur to present his synthesis of the discussions that occurred within the "Stocktaking" Working Groups on Day One.

**2.1 Synthesis presentation of the "Stocktaking" Working Groups from Day One by the General Rapporteur**

This presentation does not attempt to summarise the detailed discussions and conclusions reached in each of the five Working Groups. Justice could not be done to the richness and detail of the case-studies within the groups nor to the many important points raised in discussion of these case-studies and of the Working group themes. Instead, a number of issues are selected which, it seemed to the General Rapporteur, were common to all

the Working group discussions. Although placed in different contexts and examined from different perspectives, these common issues kept resurfacing in the contributions and discussions in the Working groups.

What, then, were these common themes/issues that emerged from the Working Groups and from the perspective of "stocktaking"?

Firstly, there was a concern with "participation". Given the centrality of "participation" within the Working group discussions, it could almost be seen as the defining quality of EDC. The EDC project had something very important to say about the current deficit as far as current practices of democracy were understood and practised. The EDC project, in addition, had something very important to say (conceptually and in practice) about what might be possible. This concern with participation within the Working groups was explored from a number of different perspectives such as the

Necessary key competencies of participation (in Working group One)

The illustrative, risky and innovative forms of participation created on the

ground and through the Sites (in Working group Two)

The need for a more informed analysis of choice of which particular

audiences to involve within a participatory framework (in Working group

Three)

The importance of innovative and imaginative strategies (such as socio-

drama) when involving young people (in Working group Four)

The inclusive nature (and complexities) of participation and contribution of

the family to these processes (in Working group Five).

Secondly, and closely interrelated to this concern with "participation" was a common preoccupation in the Working groups with "partnerships". As the working group on sites of citizenship mentioned, the most important vehicle for citizenship learning within the Sites was through the partnerships developed between the NGO"s and state agencies, between formal and non-formal institutions, between the schools and their neighbourhood/community and between the Sites themselves. However, the complexities of creating/maintaining/strengthening such partnerships and participation was recognised in Working group One when they talked of "the black hole of participation". We tend to adopt a too rosy or comfortable view of partnerships, suggested one strand of discussion in the second working group. Partnerships can also be seen as "contradictory, culture-clashing" experiences always involving a balance of forces and influences. In the main, partnerships represent a delicate, fragile and usually a frustrating experience in holding together! Recognising the difficulties, however, does not minimise the importance of partnerships. This was the conclusion of most working group discussions.

A third interrelated issue arising from the Working group discussions was the sense of shifting balances or boundaries within shared responsibilities. Against this background of profound social change (referred to in all the Working groups) was this search and negotiation in practice of the shifting boundaries of shared responsibilities for the shaping and construction of democratic citizenship between the diverse actors.

Fourthly, most if not all of the Working groups highlighted the importance of information communication technology (ICT) into citizenship activities. In the Social Cohesion Working group, for example, ICT was linked to the "networked society"; as a means of linking and relating horizontally across and between networks, as well as vertically.

Fifthly, mention was made in a majority of the groups to the absence of a focus on citizenship and work, or more generally, the economy.

Finally, a common concern from all the Working groups was of

the need to broaden the discussion and participants currently involved in the EDC project. Given the global nature of the issues addressed through a focus on citizenship, it was imperative that a process of sharing and learning from groups outside of Europe is established.

In conclusion, there was a strong consensus of the value and importance of the EDC project from within the Member States of the Council of Europe. The consensus was expressed by one Working group member from South-eastern Europe who stated that "EDC is one of the best ideas around at the moment. It might be one determining features in the future of those countries experiencing political instability and restructuring."

**2.2 Panel Discussion**

Following the report from the General Rapporteur was a Panel Discussion involving researchers working on aspects of citizenship. Mr Krystof Ostrowski from Poland was the moderator for this discussion. He is the Chairperson of the Higher Education & Research Committee within the Council of Europe. The panel of researchers were Mr Janez Krek (Slovenia), Mr Marc Elchardus (Belgium) and Mr Fritz Oser (Switzerland). Their overall brief was to contribute to moving the conference discussion from stocktaking to exploration. Their presentations also illustrated the contribution of research studies to the EDC project.

2.2.1. Civic Education and the Need for Long-Term Effort in South-
eastern Europe: Janez Krek (Slovenia)

Mr Janez Krek stressed that his ideas were primarily based on his experience from Slovenia and to a lesser extent on the area of former Yugoslavia. This is important to emphasise, suggested Mr Krek, as any campaign must begin with "the absolute concrete circumstances" of each country and each situation. Within South-eastern Europe, there has developed great differences in each country's education system over the last ten years. The complex goal, therefore, is to situate the universal goal of civic education within a concrete and specific environment. The universal values, for example, of freedom, equality, participation, responsibility and solidarity have to be developed within concrete contextual conditions.There are two critical points which complicate this matter further in this part of

Europe. Firstly, in situations where the social structures have partly or to a large extent collapsed, developing a civic culture amongst young people becomes an intrinsic part of establishing education systems and schools as stable institutions. A "democratic school" demonstrates to young people the possibility of their future and how this future can be democratic. The second critical point is to recognise, argued Mr Krek, the crucial importance of school management and teachers. Working with all teachers (and not subject specialists only) has been of vital importance in the Slovenian experience.

Three key points were identified by Mr Krek that would progress civic education. Firstly, there is the need to identify the "hard core" knowledge, values and competencies of citizenship rather than a general concern with "society". Secondly, there is a "subjective resistance" by teachers to get involved with citizenship issues in the curriculum or elsewhere. "Citizenship" is seen as being associated with ideological issues and therefore not part of the education system or the responsibility of teachers. This situation needs to be reversed through the provision of concrete example within staff development activities. Thirdly, there needs to be the provision of a broader contextual civic education that is situated within "competencies of a legal and political nature". Again, this needs to be as specific and as concrete as possible and would allow young people to apply general civic values to concrete situations (such as discrimination in regard to gender or sexuality).

Education for democratic citizenship: evidence from three studies by Mark Elchardus

Mr Mark Elchardus began his presentation with an outline of the situation in Flanders, Belgium, where considerable attention has been focused on EDC by policy makers. Given the priority attributed to civil society by the Flemish community, it was decided to seek the views of 45 organisations (predominantly NGOs) towards education for democratic citizenship. Four interesting conclusions arose from this study:

civil society has great expectations of education for democratic citizenship: 16 main themes of EDC were identified together with 392 final goals!;

The high priority goals (identified by nearly all the groups)

attached much more importance to attitudes and skills rather than knowledge. Knowledge was seen as relatively unimportant within the area of EDC;

Civil society attached much more importance to the themes of solidarity, equality and tolerance than did the Ministry of Education;

Civil society attached little importance to European citizenship.

A second study investigated whether schools can effectively influence attitudes or values. 63 schools were involved in the study: 4,700 pupils in their last year at secondary school were interviewed together with around 700 school principals and teachers. It was found that:

schools have an important influence on the attitude of their pupils though not through the formal or explicit curriculum but through the "hidden curriculum" (such as the opportunity for participation and decision-making);

processes, supportive style of leadership in the school and professional autonomy for the teachers);

the quality of the school culture is as important as a focus on teaching materials and specific projects;

EDC must start with the teachers and with attitude and skills rather than simply knowledge.

Finally, a research study into the contribution of voluntary associations to EDC showed that:

· participation in voluntary associations contributes in very important ways to democratic citizenship and social cohesion (and mildly, to feelings of solidarity and trust);

· the kind of voluntary association is not that important; sports associations and cultural associations have more or less the same positive effects;

· the degree of participation in voluntary associations by those with low levels of education is much lower than for more educated people.

2.2.3. Participation among young people as an educational tool towards

democratic citizenship: Fritz Oser

Mr Fritz Oser's research was focused on the development of children and young people into participatory citizens within a democratic State. Previous studies have demonstrated the complicated processes necessary for this to happen. Special measures are required which extend beyond seeing participation as the equivalent of joint decision-making. It is important to see "political participation" as distinct from "social participation" although most studies prioritise the political dimensions. The social contexts are powerful determinants of participation and can be classified through firstly, the freedom to decide about belonging and secondly, the degree of joint decision-making available within a particular context.

From birth to young adulthood, the quality, nature and experiences of the social contexts will influence the development of personal identity and social skills. Political competencies development in youth is based on this foundation. A crucial period for political socialisation occurs between 14 and 25 years of age.

The contribution of the school, within a co-operative context, is an important factor in the development of democratic citizenship. This participatory experience must be linked concretely to relevant social and political competence. It is possible to identify and measure indicators of participation, personal and social skills and political competence.

In the concluding section of his presentation, Mr Oser presented a model of interrelating influences between the "self and social competencies", "political competencies" and "participatory experiences".

**2.3 Working groups - "Exploring" particular issues and future possible developments within education for democratic citizenship**

The remainder of the second day was structured around five working groups that were invited to "explore" a number of

themes that were not sufficiently developed in the EDC project or that might be further developed in the future. The five working groups were:

· Educational Policy Reforms for Democratic Citizenship

· EDC, the Media and New Technologies

· EDC and Gender

· Citizenship and Private Enterprise

· Global Citizenship and Solidarity.

The reports below from each of the working groups have been provided by the group

Rapporteurs.

2.3.1. Working Group One - Educational Policy Reforms for Democratic

Citizenship

Chair: Pavel Cink (Czech Republic)

*Rapporteur: David Kerr (UK)*

Presentation: Else Husa (Norway)

Main conclusions and recommendations:

*1. EDC is:*

· about renewing and energising/updating education systems and curricula;

· renewal linked to wider reform programmes in society, not just on education but also in economic, political, social and cultural spheres;

· a means to pull together the many competing policies and initiatives in these programmes;

· for everyone in society;

· centrally about the goal of ACCESS and ACTIVE PARTICIPATION;

· based on partnerships and networks;

· given very high expectations/goals in society as to what it can achieve;

· about capacity building of individuals, groups, communities and societies.

*2. Key Policy Requirements and Measures*

EDC requires:

· pre-condition of being established/legitimised through international standards/charters and declarations;

· pre-condition of being legitimised through legal framework in each country;

· strong overall support framework which is flexible enough to permit innovation and encourage autonomy;

· long-term strategic approach and commitment in terms of policies, resources and people. There is no "quick fix" EDC;

· top-down and bottom-up approaches at all levels.

The challenges facing EDC and its inclusion in policy reforms is how to turn the opportunities/policies for EDC, established through the international declarations and legal frameworks, into meaningful and effective practice. Currently often too large a gap between policy/official rhetoric and practice/what actually happens.

*3. Recommendations:*

To bridge the gap between policy and practice:

EDC is seen in policy and practice as a long-term, strategic policy goal. Policy makers put their words into deeds and offer

support over 5 to 10 year programmes;

EDC is promoted as involving whole school approaches including formal and hidden curriculum and community links;

EDC is introduced from the start of education, with very young children and not just when they are teenagers;

EDC emphasises systematic training for all partners. There is an urgent need for teacher training because teachers are very powerful in EDC as "blockers" on "catalysts" to development;

EDC is promoted in the Language that policy-makers, at all levels, understand and that links are made to on-going thrusts in policy such as social cohesion, social capital, student empowerment and new technologies;

EDC partners and participants are given sufficient support and time to develop "ownership" of what it is. This makes policy and practice more effective;

EDC emphasises the role of monitoring evaluation and research and that this is built in from the beginning;

There is monitoring and evaluation of current EDC "Sites" to identify successes and obstacles and this is disseminated through partnership forums, seminars and training working groups;

EDC bureaucracy is kept to a minimum at all levels;

EDC is not over-loaded in policy terms so that it inhibits the capacity of those involved to develop effective practice;

EDC concentrates on a small number of key policies and initiatives which are fully supported over a longer period of time, including a comprehensive evaluation programme.

2.3.2 Working Group Two - EDC, the Media and New Technology

Chair: Gábor Boldizsár (Hungary)

*Rapporteur: Guus Wijngaards*

Presentation: Armand Andersson (Sweden)

Proposed key questions:

· What is the link between media, new technologies, education and EDC?

· How can media and new technologies foster democratic citizenship and learning for democratic citizenship?

· What support can be given to learners for pertinent selection and use of information?

· What is the link between media, new technologies, education and EDC?

· More and more schools in Europe are equipped with new technologies and make use of them.

New technology, new policies and new theories about teaching and learning challenge teachers, school managers, researchers and policy makers every day. This does not only affect the objectives, content and processes of learning, but also has a strong impact on educational development approaches in research and professional practices by providing innovative design tools and environments.

The explosion of knowledge and related technological revolutions is combined with a strong process of internationalisation.

Young people of today, the *Internet Generation,* are - generally speaking - quite well aware of the opportunities of new technologies and far more internationally minded and capable to handle modern devices than schools allow them to be.

Nevertheless, Education for Citizenship has to profit from the many opportunities that new technologies can provide as important tools in education: new electronic learning and information resources, new communication tools linking students and teachers all over the world, and new teaching tools, like video conferencing and interactive television.

How can media and new technologies foster democratic citizenship and learning for democratic citizenship?

The more information is available through the media and the internet, the more important it is to pay close attention to link knowledge to daily conduct and attitudes. It is important that students learn to make wise judgements on the rich, factual knowledge they gather.

For the education process itself, collaborative work is vital. It forces learners to tackle problems together, to reflect and express themselves better and this leads to deeper personal involvement.

Pupils learn best when they are active participants in their own learning. It places their own efforts to understand things at the centre of the education process. In most cases pupils feel highly motivated and have meaningful and memorable learning experiences.

ICT has made it easier for learners and schools to work together and to set up and run collaborative projects, that help the development of critical thinking and problem solving skills.

Recommendations:

It is also important that:

All young people have access to information and new technologies

Teachers and adults learn themselves how to use new technologies and which problems are related with it

Teachers and adults learn to listen well to the messages of the young people

Responsible use of the internet has to be learned via dialogue between pupils and adults

Young people teaching adults - relationships reversed - IT literacy

What support can be given to learners for pertinent selection and use of information?

With the aim of helping learners in Europe to find quickly educational resources that can be trusted, 20 European Ministers of Education agreed in 1997 to establish the European Schoolnet. This organisation, based in Brussels, runs a virtual multilingual European campus for learning and collaboration, designed as a portal to national and regional school network sites and resource centres (http:/myeurope.eun.org).

Working Group Three - Education for Democratic Citizenship &

Gender

Rapporteur: Karen O'Shea (Ireland)

*Chair: Jocelyne Lamoureux (Quebec)*

Presentations: Ann Louise Gilligan (Ireland), Richard Sancho (France)

Working Methods:

The group worked as a large group and discussions were organised around four areas:

· Introductions and Expectations

· Initial Presentations

· Questioning and Sharing our experience

· Recommendations

a) <u>Introduction and Expectations</u>

Ms Jocelyne Lamoureux invited all participants to introduce themselves and to outline their expectations for the day. While the expectations of the group varied it is possible to cluster them around two areas. Firstly, the desire to develop greater understanding of the issue of gender, that is the desire on the part of some participants to listen and learn and secondly, the desire to find practical ways to tackle the issue. For some the issue of gender had been neglected within their own context, they were seeing it as an increasingly complex issue and one that was affecting all areas of life.

b) Initial Presentations

Ms Ann Louise Gilligan (Ireland) presented two key issues. She presented an overview of the current situation with regard to women in education in Ireland. Her presentation highlighted the fact that the experience of women was still one of concern pointing to issues with regard to education, work and poverty. Her presentation also offered participants a view of community education as women's education. She highlighted the key ideas and challenges emerging from the experience of women's education in the community. The key challenges she identified were the issue of classism, the need for funding, the need for a long-term commitment and issues of power and control.

Mr Richard Sancho (France) presented his experience of working with young women and men. He highlighted the continued pressure that women experience from men through an increase in sexual and verbal oppression and an increase in prostitution. He stated that education for democratic citizenship must say things as they are and questioned what kind of society we have that does not say this. He also posed the question with regard to what we are doing with our young men with regard to developing different ways of relating and that EDC needs to refuse the idea that "might is right".

c) Questioning and Sharing our Experience

Ms Jocelyne Lamoureux opened the discussion to the floor and invited participants to raise their questions and to share their experience. She highlighted the fact that a feminist critique of citizenship would point to the fact that women's experience of citizenship, particularly from an historical point of view, differed from that of men. She also suggested that at the heart of the equality debate was the process of individuation and the idea of becoming a subject in ones" own right. The key issues addressed in the discussion were:

*The role of the law.* The initial experiences shared by participants focused on the role that the laws had played and could play in developing a more equal society and that there should not be an over-reliance on education. It was agreed among participants that the law, national and international, was very important but that there needed to be a parallel commitment to education.

*Gender as an issue of civil, political, economic, social and cultural rights.* There must be an inclusive way to examining the issue of gender. For example, one participant highlighted the fact that while women have access to electoral lists, this did not mean that women were coming forward into the political arena. Therefore there were other questions that needed to be asked. This need for a more inclusive analysis was also exemplified by the issue in relation to prostitution where young women were being forced into prostitution due to economic circumstances.

*Gender a hidden problem.* Another debate focused on the issue of gender as a hidden problem, one that was "not talked about". According to one participant the experience of many countries was that the majority of women do not speak about issues relating to professional career, power and sexual and physical harassment. The challenge presented was that if we talk about EDC then we must ask what we can do about this problem. According to one participant it is a burning problem, it influences how women feel every day.

*Gender, access and structures.* Another issue discussed was the idea of gender, access and structures. There seemed to be some agreement among the group that the question of access was only one layer in a much wider and more complex debate. The question of equality demanded an examination of the issue of power, control and structures.

Finally, the discussion highlighted a number of issues or topics that require on-going debate in relation to gender and EDC:

· The feminisation of education . . . is it really a problem?

· Gender-proofing school textbooks . . . is it a way forward?

· The co-educational model . . . is it the best model and is it working?

· Why are boys leaving school early?

· Why are boys less visible in EDC?

· The need to explore transgender and EDC?

d) Recommendations

Where sites of citizenship exist an investigation needs to be carried out which will provide information from a gender perspective

The development of tools for educating in relation to the issue of gender

Create partnerships across other initiatives e.g. racism, intercultural education, conflict resolution to share approaches

Create innovative practices within citizenship sites to deal with the issue of gender, alternative ways and spaces

Gender-proof all research carried out within EDC activities.

2.3.4 Working Group four - Citizenship and Business

Chair: Joseph Wieland (Germany)

*Rapporteur: Dominik Buechel (Switzerland)*

Presentation: Ian Pearce (European Business Network for Social Cohesion)

Main issues discussed:

Public private partnerships between companies and schools

Role of companies in EDC

Ways to organise partnerships

Establish dialogue between actors of the economic sector and the education system

Questions Arising:

Why should the economic sector play an active role in a democratic society?

Because there is still a gap between the education sector and business. There are fears and uncertainties.

Because we can almost speak of economic illiteracy; little is known about the functioning of the economic sector and its inherent procedures like decision-making and its inherent processes like globalisation.

Because there is a tendency toward less government and toward more social and individual responsibility.

Because the economic sector can explain what qualifications are needed as a result of educational measures.

Because good companies can support good government.

What can be done to put the partnership between companies and EDC into practice?

Companies can act as change agents for example through their collaboration with NGOs on topics like corruption, health and well-being.

Companies must provide information and act with transparency in their relationship with consumers, investors, citizens and employees. Only through this all stockholders can become "critical friends" of the company.

Companies can tell the "inside story" and thus provide the necessary information which is so important to understand economic processes like globalisation.

Large scale integrated public private partnerships can be built. Entrepreneurial skills and management tools from the private sector can be valuable input for schools. Assessment of education systems can be undertaken with the help of business know-how.

Exchange of specific know-how and experiences can be of mutual benefit for all involved partners.

How can a partnership be built?

Based on mutual respect which is the best material to build bridges.

Based on the assumption that on certain topics and subjects our partners do know more than we do.

The partnership must respect the political framework drawn by the democratic decision-makers.

The partnership must be long term to ensure effects that can be evaluated.

Three questions and a few answers. This leads to the following conclusions:

Standards on good corporate governance in relation to EDC can be built and promoted.

Awareness among the members of societies has to be raised; the awareness toward socially responsible companies and towards the need to get the relevant information out of the companies.

No concentration on big firms. The potential of small and medium sized companies must be used too.

Do not limit resources to financial assets; take into account skills, relations, experiences, rooms, job opportunities, training, further education etc.

Concerning investment: enlarge the concept of investment by making it responsible and social investment. This is an issue which will be important for EDC.

Working Group five - Global Citizenship & Solidarity

Moderator: Alesio Surian (North-south Centre)

*Rapporteur: Dakmara Georgescu (Romania)*

Presenters: Marianne Munis (Denmark)

Participants: 30

Working Methods

The discussion was introduced by two presentations: one

practical (Global Education School Project in Denmark) and one theoretical (exploring theoretical foundations of Global Citizenship and of Global Education, as well as the links between, Global Citizenship, Global Education and EDC.

The two presentations were followed by questions and comments regarding the concepts and the visuals which were used during the presentation.

The group split into three sub-groups, according to a specific question to be discussed.

At the end of the session, each sub-group presented the outcomes of the discussions in terms of key concepts, problems and recommendations.

Main issues discussed

What are the understandings of Global Citizenship; what are the links between democracy, Global Citizenship, Global Education , solidarity and identity?

What are the conditions and forms of Global Citizenship initiatives; what are good practices and strategies of linking Global Citizenship with EDC approaches and nourishing solidarity?

How can the co-operation between European and International EDC initiatives be fostered in the future?

PART I

Understandings of Global Citizenship

The participants agreed that we should rather deal with understandings (in plural) than with a strict definition of Global Citizenship, explaining the tensions and the contradictions existing at different levels and between different dimensions of the globalisation processes.

Global Citizenship represents a challenge to the traditional question of citizenship. It has to be approached in terms of understanding the present-day world, sharing and communicating experiences and taking responsible action in

order to face the challenges of a changing world, and to manifest active solidarity in a more and more interrelated world. Global Citizenship has to do with a set of learning concerning every society's place in the world (today and in the future) and concerning the ethical and moral aspects such as respect of rules, tolerance, the culture of difference; all of them having extremely important consequences for education.

Global citizenship is linked with the globalisation process, but it has to do with much more than only the economical aspects of globalisation. It has to do basically with EDC issues: how to live together in a global democratic society.

Recommendations

There is always a need of clarification of key concepts (Globalisation, GC, GE, solidarity, identity, democracy). An eventual follow-up of the EDC project could represent a good framework for such classifications.

In developing future projects, the Council of Europe should consider the huge potential of GC and GE in terms of:

Empowering people to "read" more deeply into the realities;

Developing partnerships and connecting with local and global issues;

Struggling effectively for the respect of human dignity at a planetary

level;

Putting in place inter-culturally-oriented pedagogies, taking into account that the inter-cultural dimension has to become more and more a fundamental dimension of all educational approaches.

Future EDC projects have also to consider:

The need of critical media literacy, taking into account their potential to "filter" the reality;

The need to (re)invent international institutions in order to make

them more effective in the democratic empowerment of citizens all over the world;

Making Global citizenship concrete by designing projects which are truly based on the principle "think globally, act locally";

The need for re-modelling the relation between individual freedom and collective action;

The need to develop through education complete ways of thinking, critical thinking, and the capacity to manage differences peacefully;

The need to differentiate between globalisation and unification.

PART II

Practices and Strategies/Term and Conditions of Global Citizenship Initiatives

The participants in the sub-groups focused rather on formal education, but having also in mind the life long learning perspective and the more and more necessary links between formal and non-formal education.

Recommendations

The participants stressed the importance of partnerships in promoting Global Citizenship and GE not as a special subject, but as a new educational dimension. Future EDC projects should open more opportunities for effective partnerships (teachers, students, parents, NGOs, churches, businesses etc.) and create tools of motivation (like special events such as the Global Education Week of the North/South Centre and the Global Education Award suggested as exemplary schemes), which could become traditions;

The design of projects should embrace relevant aspects to people's daily life;

Global Citizenship projects cannot be separated from human rights education and intercultural education; there is a need for schools to benefit from a general value framework (identified in human rights) and of national standards;

The teacher training aspect of future EDC projects should focus on the understanding of the teacher as a key factor; they should be encouraged to develop key competencies such as conflict-solving, social skills, critical skills; they should learn how to act as cultural mediators (linking global and local contexts for students) and also how to benefit from professional mediators from outside school.

Future EDC projects, taking into account the GC and GE potential, have to give more attention to:

Valuing existing good practice;

Finding ways of motivating students (especially through the use of interactive pedagogy and of ICT);

Finding ways of motivating teachers (through effective frameworks of creative work and useful partnerships);

PART III

Co-operation between European and International EDC initiatives

The participants stressed the important role played by the Council of Europe in linking its projects to those of other institutions (EU, UNESCO, OECD etc). As a recommendation, this should continue in the framework of large projects, which are able to avoid the loss of resources and the inefficient use of energies like in the case of small, repetitive and interrelated projects (eg. a common effective co-ordination of school linking).

The participants also stressed the need of designing future EDC and GC projects taking into account the time dimension. Successful projects need time to unfold. These projects should be designed as pro-active projects, not therapeutic or remedial ones.

The openness to the others, shown in so many actions by the Council of Europe, should remain as a driving force of designing future partnerships in the perspective of linking more and more EDC with GC issues.

Funding projects should not be seen as a major limit to develop

projects.

Future projects should emphasise:

The need to make people aware about the relevance of globalisation to their own lives;

The need to ensure a framework of equal exchange of knowledge and of equality of voices;

The need to ensure good communication networks between countries and peoples;

The need to explore the huge potential of GC, EDC and ICT from the point of view that education takes place inter-generationally;

The need to use more and more ICT and to design collaborative methodologies;

The need of approaching the future dimension in education by thinking the fill-self into a collective responsible action.

**3. DAY THREE: "The Future"**

Mr Daniel Zielinski, President of the Council of Europe's NGO Liaison Commission, was the Chairperson of the final day of the Conference. After explaining the importance of the NGOs to the work of the EDC project, Mr Zielinski introduced the rapporteurs from the five Working groups on Day Two. They provided a brief summary of the points raised in their groups (see Working group Reports). Mr Zielinski then reminded the conference that the theme for the third day was "the future". What should be the priorities and issues for the next phase of the EDC project and how might these be achieved? In order to help discussions around this and other questions, Mr Zielinksi introduced Mr Frans Lander (from the Netherlands and the Education Committee in the Council of Europe) and Mr Gabriele Mazza (Director responsible for Education, Directorate General IV, Education, Culture, Youth and Sport, Environment in the Council of Europe.

**3.1 Panel Discussion on proposed future EDC Activities**

Mr Frans Lander began by reminding participants of Mr Walter Schwimmer's (Secretary General of the Council of Europe)

remarks at the Official Opening of the Conference about the importance of the EDC project for the Council of Europe and that the project would be continuing. However, the details of the future phase had yet to be agreed and the Education Committee would be meeting immediately after the conference to begin discussions on suggestions for the second phase. The thoughts that Mr Lander was going to raise in his presentations might, he suggested, have a bearing on these future discussions over the details of EDC Phase II.

Firstly, it was important to acknowledge the audacious and ambitious nature of the EDC project. This had raised complex management issues.

Secondly, while there had been a welcome for the EDC project by the Ministers from the Member States, it was important for the project to be as practical and problem-orientated as possible. Thirdly, it was likely that future proposals for the EDC project would be structured around three main areas of work; namely

educational policies and strategies: this might include on a common framework for EDC, organising dissemination seminars, arranging thematic multilateral seminars on, for example, EDC legislation, introducing a "whole school" approach or formal and non-formal learning approaches to EDC. There is the need to include action-research in Phase II, perhaps in partnership with the Higher Education & Research section within the Council of Europe.

Networking and communication: a second area of focus might include increasing the linkages between those involved in the EDC project and with other interested parties. Concrete possibilities might include establishing an interactive Internet network, producing newsletters, organising practitioner forums, twinning of Sites and practitioners through thematic seminars and visits, creation of databases on EDC legislative initiatives and examples of good practice and the production of EDC materials and finally, increasing the number of sites of Citizenship.

The target audiences for such possibilities would be teachers, trainers, NGOs, project organisers.

The third area of work would be awareness raising and

campaigning around EDC.

Irrespective of the final details agreed for the second phase of EDC, it would be important to work in partnership with other organisations such as the EU, UNESCO. New partners need to be involved in "catching the public eye" on EDC issues.

Finally, Mr Lander mentioned the problem of resources. The lack of resources within the Council of Europe places severe constraints on what might be possible in the future. New and imaginative ways must be explored in co-operation, for example, with member countries and with partner organisations to overcome these resource constraints. Ultimately, however, the most valuable and significant resources available to the EDC project is that of the volunteers and the NGOs.

Mr Gabriele Mazza (Director responsible for Education within the Council of Europe) endorsed the comments of Mr Lander on the value of volunteers to the EDC project. The many and varied contributions of volunteers have been vitally important for the EDC project and he was very appreciative of the commitment demonstrated by such people.

The EDC project was not operationally the easiest or most straightforward of projects. It was, however, an important focus of enthusiasm and commitment and in the provision of a common identity across different sectors of work within the Council. These three days of the Final Conference had illustrated the wide range of issues associated with the EDC project. We had heard a lot and learnt a lot. A number of new areas and issues had been suggested from the working groups that needed to be further explored and practised, such as research. Of particular importance in the work of the Council of Europe was this relationship between policy and action, argued Mr Mazza and the EDC exemplified an illustration of this relationship. This linkage between policy and action was of particular importance in Eastern Europe and the Council of Europe was happy to support the reforms underway and to rise to the challenges posed by the radical changes occurring within this part of Europe.

Finally, Mr Mazza drew attention to the importance of collaboration between the Council of Europe with other international agencies. As the next session would demonstrate,

there is much that is common between various international agencies in the area of EDC.

### 3.2 Panel Discussion: Outlook of Future Actions

The final panel discussion of the Conference was moderated by Ambassador Benoît Cardon de Lichtbuer (Permanent Representative of Belgium at the Council of Europe). Four speakers were invited to share their views on the "outlook of future actions". The panel speakers were Mr David Coyne (EU), Mr Edouard F Matoko (UNESCO), Mr Alain Mouchoux (NGOs) and Ms Lucinia Bal (Soros Foundation). Mr Benoît Cardon de Lichtbuer, Chairperson for the panel discussion, introduced the session by acknowledging the problems of resource constraints for the EDC project, as raised in the previous session. The Council of Europe hasn't always had sufficient resources to pursue its policies, but in attempting to regain credibility, this problem must be resolved. At the end of the day, it is governments that make the difference, albeit working through international organisations. For the Council of Europe's EDC project, there needs to be a demonstration of the "added value" element to the Member governments and secondly, a clear partnership approach to work with governments and others, such as NGOs.

Above all, the Council must make the best possible use of existing resources: the earlier suggestions had indicated some valuable ways that this is being done and might be done in the future. The Chairperson then gave the floor to the four panel speakers.

Mr David Coyne took as the theme of his remarks, "Co-ordination between Institutions" and how this co-ordination might strengthen and help the EDC project. The EU, suggested Mr Coyne, is very different from the Council of Europe, but it has a number of agreed operational programmes - such as those involving the EU "Europa" web site outlines the numerous and various programmes: perhaps the key section is that dealing with education and training. Within this section there are various activities that are of interest to those involved in the EDC project. Programmes such as SOCRATES (and within this, GRUNDVIG, focusing on adult education) and LEONARDO are trans-national initiatives covering a wide geographical area and encompassing a variety of themes that integrate with EDC. The

TEMPUS programme concentrates on providing support for modernising initiatives and the creation of higher eduation institutions. Research activities is a strong theme within the Fifth Framework programme and again is trans-national in nature.

Mr Coyne concluded his presentation by referring to "the hidden treasures" available within the EU programmes which could be used to integrate and support the EDC project. Mr Edouard Matoko (UNESCO) began by stressing how important it was to continue and strengthen the partnership between UNESCO and the Council of Europe and with other agencies, such as NGOs. Co-operation was already well underway and was being strengthened and deepened through the work, for example, in Kosovo. Here, there was a pooling of experiences and policy strategies that was of significance for all interested parties. In other areas of work, UNESCO had its own networks, such the Associated schools project, where there was already co-operation with the Council of Europe on EDC issues. Similar to the Sites of Citizenship within the EDC project, there were twinning and exchanges between the participating schools. The South-eastern European focus was of particular importance in the networks as was the case for the EDC project.

Mr Matoko concluded by expressing confidence in the continuing joint work and partnership between UNESCO and the Council of Europe.

Mr Alain Mouchoux (Chairman of the NGO group on EDC) began by saying how important was this "Final Conference". He was, however, concerned about what concrete actions and activities were going to result from the three-day discussions. He had arrived at the Conference with doubts about whether the project was going to continue beyond its first phase, but now felt more confident about the future developments. He was pleased to hear the Secretary General, Mr Schwimmer and Mr Lander from the Education Committee recognise the support and importance of NGOs to the EDC project. Mr Mouchoux also recognised the broad ambitious nature of the EDC project, as had been mentioned by earlier speakers. Perhaps now was the time to prioritise a little more. Co-operation between interested agencies was essential but not everything can be done or achieved. From the perspective of the NGOs, the priority was to link up the EDC project with the sweeping and fundamental changes occurring within Europe at the moment. The rapid rate of these changes

resulted in NGOs being impatient for faster reactions, support and progress from the international community. NGOs, acting through their own initiatives and mirroring the structures of the EDC project, were in a position to act more quickly to these urgent problems. It was important, therefore, to continue and strengthen the linkages between the Council of Europe with the NGOs in the field and in the Sites of Citizenship.

Ms Lucina Bal from the Soros Foundation Network, began by outlining the activities and approach characterising the Soros Foundation. There was, for example, this dual focus on NGOs and national/international agencies within frameworks of partnership. The only way to influence and obtain change was at the policy level. The lack of favourable policy contexts rendered work at the local level difficult. There are Soros Foundation agencies in many parts of the world - in ex-communist countries, South America and South Africa. South East Europe was of great importance in the work of the Foundation and the EDC project was an important initiative in this part of the world.

The Soros Foundation, stated Ms Bal, shared the commitment of the Council of Europe towards EDC and, in partnership with the Council and other agencies, was working through the Stability Pact initiative to develop initiatives of a learning nature that addressed some of the profound changes underway in this part of Europe.

Following the four "panellists" presentations, the Chairperson, Ambassador Benoît Cardon de Lichtbuer invited contributions from the Conference. A wide ranging discussion took place with a variety of policy issues and concrete suggestions being suggested by participants.

After the panel discussion, the Chair, Mr Zielinski, invited the General Rapporteur to present his thoughts on the Final Conference (and outlined in Part Two of this report) and finally presented Mr Muresiga Baregu from Zimbabwe to make the Closing Address to the Conference.

**3.3 Closing Conference Address: Professor Mwesiga Baregu (Zimbabwe)**

Professor Baregu, who lives and works in Zimbabwe, but is from Tanzania, thanked the Council of Europe for inviting him to the

Conference. His remarks were structured around a number of random reflections that had captured his attention during the Conference.

Mr Baregu began with quotes from participants in a Research and Education for Democracy programme at Dar-es-Salam University:

"We fought for freedom all our lives and all we got was democracy."

(from a South African)

"If a single party has brought us to this sorry state of affairs, many parties will finish us off." (Tanzania)

"Democracy may mean liberation, but we cannot eat democracy." (Nigeria).

These random quotations suggest the magnitude of the problems to be addressed by education for democratic citizenship.

Firstly, he very much welcomed participating in a European conference characterised by introspection and critical self-examination. In Africa, Mr Baregu said, they are more used to the self-assured and assertive tone of donor agencies when talking about democratic issues. Europe imposes conditions of democracy in return for what is known as development assistance. It has been refreshing, in other words, to have participated in a discussion and process that is essentially reflective, creative and admitting certain weaknesses.

Secondly, there was evidence of common concerns between Africa, Europe and other parts of the world. Issues such as widening and deepening political participation, enhancing political and citizen competencies and developing effective participation are issues which we have no solutions as yet, in Europe or in Africa.

Thirdly, "globalisation" has emerged as one of the pervasive concepts of the last three days. The notion of "the global village" however is not that helpful as it implies compassion, sharing and conviviality. Instead, we are witnessing, argued Professor

Baregu, a process characterised by individualism, greed and growing narcissism that has resulted in the "second scramble for Africa" and that is responsible for many of the conflicts (including in the Republic of Congo) on the continent. Indeed, "globalisation" could be seen as "the highest stage of imperialism" which while contributing to Africa's resources, marginalises its people. The idea of a "global village", however, is not only desirable but achievable. Clarity of goals and the political will and tenacity to achieve these goals is essential, as any solution cannot be left to market forces alone.

Fourthly, and related to the recent UN Millennium Conference, we have to ask whether there will be global governance that is hegemonic and dictatorial, or will it instead be participating and collective, suggested Professor Baregu. EDC has begun to create the relevant norms and values, particularly among the young.

Fifthly, there is a great danger of marginalisation accompanying the challenges and opportunities of information and communication technology (ICT). This could result in structural exclusion on a world scale unless ways of enhancing ICT inclusion are found.

Sixthly, at the level of global citizenship, there is contradictory process at work; namely, the emergence of large trading blocks while, at the same time, a process of fragmentation within certain States, weak societies and nearly non-existent or dormant markets. Within such a context, where should be the focus of global citizenship, asked Professor Baregu. How do we reconcile national, regional and global sites of citizenship if we are to be global citizens?

Seventhly, the growing disparities and inequities between "the haves" and the "have-nots" is a perversion of democracy and, in some cases, is placing democracy on the opposite side of justice. Professor Baregu illustrated his point by outlining the highly skewed land ownership system in Zimbabwe. One of the risks that faces EDC is that it may be used to defend the status quo or even to support injustice.

Finally, Professor Baregu talked of the "myth of the market" and the fake dichotomy between States and markets. In the EDC Project Reports, there was little mention of the role of the State, he noticed. Instead, there was this dichotomy between States

and markets and ethics. It is instead the need for a strong State which is legitimate and protects against the untrammelled exploitation of its resources for the development of its people. "EDC, creating a strong civil society and democratisation might be able to assist us in meeting this challenge", said Mr Baregu.

The emphasis on new constitutional orders which can replace the classical post-colonial constitutions emphasises the creation of a legitimate social order based on the popular control of public power. An EDC in Africa which supports this goal would constitute an important and productive collaboration with the Council of Europe, the EU and other potential partners.

The Chairperson, Mr Zielinski thanked Professor Baregu for his stimulating contribution

which appears in full in Appendix V.

Mr Zielinski thanked the participants, the speakers and all the "actives roles" in the working groups and declared the Conference closed.

**C. Synthesis of the Debates and the Conclusions of the Final Conference**

Introduction

The objectives of the "Final Conference" were to firstly, critically review the progress and results of the Council of Europe's Education for Democratic Citizenship (EDC) project since its inception in 1997 and secondly, to discuss possible characteristics of future activity in this area by the Council. The structures of three-day meetings into "stocktaking", "exploration" and "futures" provided the format through which these objectives could be realised. This synthesis report will select four interrelated themes to discuss these Conference objectives: namely

· the contribution of the EDC project to the core mission of the Council of Europe;

· understandings and practices of EDC;

· approaches to EDC;

· possible future directions for the EDC project.

Cutting across the four themes and apparent throughout the discussions of the three days were a number of identifiable "tensions" which interrelated and sometimes shaped the more immediate tasks or issues at hand. For example, and perhaps inevitably in a "final" conference, was this ever-present concern with the "past" simultaneously being discussed with the more uncertain "future". For some participants, the possibility of there being "no future" or an "indeterminate future" strongly shaped their contributions to the conference. Other tensions apparent throughout the conference included a more inward focus (with the EDC project itself or the place of the project within the Council of Europe) co-existing with the more outward, global context or a tension between a focus on the specifics with that of a more universal nature or again, between those who were familiar with the EDC project and those who were encountering the project for the first time. These tensions provided important elements of continuity across the discussions of the three days and provided an important focus on the "final" nature of the conference's deliberations.

The Contribution of the EDC Project to the Core Mission of the EDC

Given that the Council of Europe is part of the movement to build a freer, more tolerant and just society based on common values and solidarity, conference participants clearly, and from a number of perspectives, placed the EDC project as a central part of the Council's mission. The EDC project provided a concrete, inclusive and illustrative expression of the Council's attempt to create, sustain and strengthen pluralist democracy, human rights and the rule of law within environments characterised by restructuring processes of a fundamental nature on the one hand and enfeebled existing structures and practices on the other hand. This theme came through perhaps most strongly in the contributions on the final day of the conference, but was prevalent throughout conference discussions. The endorsement of the contribution of the EDC project to the work of the Council by the Secretary General during the opening session was used in the working group discussions and by speakers when suggesting how education for democratic citizenship activities might be

strengthened and extended with the Council. The need to have closer linkages to those sections focusing on young people, schools, universities and research was mentioned.

Also apparent in the discussions of the EDC project to the overall work and concerns of the Council was this developmental and creative perspective to the project's work. Rather than disseminating "answers and solutions", the EDC project was instead, inviting partners, ranging from Member governments through to local NGOs, to join in the exploration of possible means of overcoming accepted problems and weaknesses within understandings and practices of democratic culture. For those outside Europe, this spirit of "introspection and some critical self-examination" was both "instructive and refreshing", as Professor Baregu from Africa remarked in his closing conference address. For those from Europe, however, this exploratory and reflective character within the EDC project has provided an exciting, dynamic and genuinely experimental dimension to the work of the project since its inception. In the search for conceptions and practices of democracy that stress the active and participatory rather than the routine and the formality, there has been this admittedly sometimes messy and operationally complex, voyage of discovery and experimentation. The discussion and reports from the first set of working groups indicated that the opportunity for conference participants to hear, share and contribute to the results and outcomes of the activity to date, was well taken.

However, due to perhaps the lack of available time within the working groups, or because of the ambitious nature of the working group subject matter, the "evaluative" edge or "stocktaking" element was not as strong a component in all the working groups as might have been expected. In order to maximise the value of the work accomplished within the project, and the potential benefits to all partners, a sharper focus on the processes, competencies and themes underpinning the project needs to be clear. Such matters raise issues to do with monitoring, evaluation, analyses, dissemination and implementation which, in later stages of the conference, were seen as important aspects of the future activities of the EDC project.

Understandings and Practices of EDC

Against a background of "democracy" being seen as a set of practices and understandings that requires continuous negotiation within a continuing process of development, there was an insistence on the inclusive nature of EDC concerning who was involved and around what issues. As well as involving schools, for example, there is a need for greater attention to be given to gender issues as they relate to democratic citizenship issues as well as encouraging the involvement of other audiences in, for example, occupational groupings such as employers and trade unions. If democratic citizenship is about "finding voices" and identifying those processes and structures which inhibit those voices, then there need to be a clearer engagement with issues of inequality and power than had been the case so far. Whether in the workplace or in relationships between people (through differences of gender, sexuality, colour, age or class), there was a need for more specific programmes and tools as well as practical demonstrations of the impact and interrelation between such issues and EDC.

Encouraging a more prominent involvement of certain audiences were accompanied by suggestions for new Sites of practice. In addition to the existing Sites of Citizenship, with their variation in terms of geography, size, participants and issues/themes, there was the suggestion that firstly, there should be a greater number of Sites and secondly, that neglected themes such as the media, new technologies and the business/economic sector should determine the choice of future Sites. As reported by the "Citizenship & Private Enterprise" working group on the second day of the conference, there exists substantial "fears and uncertainties" over the relationship between the role of the economic sector in a democratic society. Standards of good corporate governance, the economic impact on environmental issues and further questions of social responsibility are some of the fertile contexts for exploring EDC.

Finally, while it was recognised that much progress had been achieved concerning concepts and key competencies and the various learning strategies underpinning the acquisition of these concepts and competencies as evidenced in the Site activities (see the Final Project Reports), it was suggested that further effort was required to translate these results into policy guidelines. Such guidelines would assist the objective of implementation and provide concrete, practical and transferable tools for all interested parties and potential actors.

Approaches to EDC

A number of issues were identified throughout the three days which together suggested a number of distinctive features about the approach to EDC that was adopted within the project. Perhaps the most important feature (and one which came through strongly from the working groups) was this linkage between policy formation at an international level and the activities at a local level. At the very centre of the EDC project, it could be argued, is the attempt to develop and integrate new knowledge and understandings of democratic citizenship (from the conceptual work and from the Sites of Citizenship) with policy formulation and implementation. Policy formation is a complex process and the EDC project, in its first phase, might not have succeeded in fully realising this objective. Nevertheless, the explicit desire to link policy with practice not only was audacious (especially within the existing resource constraints of the project) but provided an "edge" and excitement to the debate and developments within actual and potential Sites.

A second distinctive feature about the approach to EDC adopted in the project was the focus on lifelong learning. The discussions and report from the "Strategies for Learning" working group illustrated the enormous variety of different approaches to learning that needs to be incorporated within a perspective of lifelong learning. The move from a school-centred paradigm to that of lifelong learning has not only liberated (in ways that we do not yet fully grasp) informal learning and non-formal education but has also focused on learning as an essential component of our social selves. This, it was suggested, begins before primary school and continues throughout our lives. Within this trajectory, formal school experiences of course play an important role in the acquisition of democratic citizenship values, attitudes, skills and knowledge as the three school researchers demonstrated to the conference on the second day. However, our lack of an intimate and detailed grasp of these processes and activities underway within the Sites highlighted, once again, the future need for an integral research function to accompany the development of the Sites.

A third illustration of the Council of Europe's approach to EDC was the insight from the "Policy Reform" working group that the EDC project was a strategic vehicle for integrating and providing

a focus for a number of other related concerns. These include, for example, Human Rights education, conflict-resolution, peace education, global education, democracy at work and the reform of higher education. The multifaceted conception of citizenship that underpins the EDC project inevitably involves overlapping networks of audiences and concerns and has important implications for implementation and dissemination activities in the future.

A fourth feature of the EDC approach is the insistence on partnerships. Whether this was understood as partnerships between the Council and its Member governments, between the Council and other international organisations (such as EU, UNESCO), between formal agencies and NGOs or between Sites themselves, this notion of partnership emerged as a strong theme throughout the three days. One of the reasons, perhaps, for the prominence given to the Graz Process and the Budapest Declaration by the plenary speakers (in addition to the focus on South East Europe) was this strong partnership dimension to EDC. The conference was also warned, however, of the often contradictory, fragile and conflicting nature of many partnerships. Too simplistic an understanding and approach to partnership relationships will tend to end in disappointment and perhaps acrimony. Despite these caveats, there was a strong push within the conference for enhanced interagency co-operation as well as the promotion of horizontal exchanges and co-operation.

The culmination of these different approaches has resulted in a distinct project. There were easier routes and paths to follow that would, administratively, have resulted in more "efficient" ways of working. They would, however, not have led to the "experimentation" that Mrs Trautmann mentioned or focused on the "creative" and "empowering" qualities of EDC that Mr Schwimmer mentioned, both in the Opening Address to the Conference.

Possible Future Directions for the EDC Project

Throughout the three days, suggestions were forwarded for consideration of the next phase of the EDC project. Conference participants were aware that the Education Committee was meeting in the following week and that suggestions for the "follow-up" would go to the Education Ministers meeting in

Krakow in October for endorsement. However, led by Frans Lander (from the Education Committee) on the final day, a number of suggestions on future action were made. These can be separated into three groupings:

a) Educational policies and strategies: activities within this category might include:

finalisation of a Common Framework from the EDC project that can be used amended or extended by Member governments, local municipalities, NGOs in the development of EDC activities in schools, Sites, workplaces etc;

national dissemination seminars in as many interested Member countries (and elsewhere) as possible with appropriate and suitable materials and documentation;

assistance in drafting EDC policies and legislation and in the development of implementation strategies;

integrating an action-research perspective into current and future EDC activities.

Networking and communication: suggestions here included:

establishing an interactive Internet network;

production of a widely distributed newsletter;

organising practitioner forums;

twinning of Sites of Citizenship and encouraging practitioners exchanges through visits and seminars; creation of databases on EDC legislative instruments and illustrations of good practice;

production of EDC materials

c) Awareness-raising and campaigning activities: suggestions might include

Design and production of EDC publicity;

Short video presentation;

Newsletter and Internet Site (from above);

Targeting like-minded networks (eg. Human Rights) and European adult learning agencies;

Organising a campaign in the year 2003.

Conclusions

At the very first meeting of the EDC Project Group in February 1997, the then Director of Education, Culture and Sport, Raymond Weber, talked of the need to:

". . . actively engage in the process of finding out the new shape of democratic culture and the means by which individuals can creatively participate in its reproduction"

He went on to say that:

"The EDC Project (and in particular, the Sites of Citizenship) offers the Council of Europe the possibility of actually working in the field and to leave the confines of the "Ivory Tower" that it has sometimes been accused of occupying."

These sentiments remain as challenging today as they were in 1997. A considerable amount of experience and progress has, of course, been accumulated in the intervening years. As the discussions and conclusions reached at this Final Conference has indicated, a substantial start towards realising these 1997 ambitions has been made and which, in the post-Kosovo circumstances of today have become, arguably, more urgent than was the case in 1997.

## APPENDIX I - PROGRAMME

I - PROGRAMME

| Date/time | Event | Contribution/title | Institutions/Names |
|---|---|---|---|
| 13/09/2000 (Wednesday) | | | |
| All day | Arrival of participants, accommodation | | |
| 15:00 - 18:00 | Registration of participants at the main entrance of the Council of Europe. | | |
| 14/09/2000 (Thursday) | Day 1<br><br>STOCKTAKING | | |
| 08:00 - 09:00 | Registration of participants (continued) | | |
| 09:00 - 10:00 | Official Opening<br><br>Plenary Session<br><br>E/F interpretation will be ensured during all the plenary sessions. These sessions will be held in Room 1 | Opening Address<br><br>Keynote Speaker | Chairperson: Jurga Strumskiene (Lithuania), Chairperson of the Education Committee<br><br>Walter Schwimmer, Secretary General of the Council of Europe<br><br>Catherine Trautmann, Mayor of Strasbourg<br><br>"Challenge of EDC in Europe today |

| | | | |
|---|---|---|---|
| | | | and tomorrow" |
| 10:00 - 10:30 | Presentation of Programme | The objectives, working methods and organisation of the conference | Marino Ostini, Chairperson of the Conference Preparatory Group |
| 10:30 - 11:00 | Break | | |
| Date/time | Event | Contribution/title | Institutions/Names |
| 14/09/2000 (Thursday) (continued) | Day 1<br><br>STOCKTAKING | | |
| | | | Chairperson: Jurga Strumskiene (Lithuania), Chairperson of the Education Committee |
| 11:00 - 11:30 | Plenary Session<br><br>Room 1 | Presentation of the EDC Project's Final Report | César Bîrzea, Chairperson of the EDC Project Group |
| 11:30 - 12:00 | | Plenary discussion | |
| 12:00 - 12:30 | | Learning for citizenship in Strasbourg | Project presentations by: Charazad Allam, Monia Khedir, Salem Slimani, Grégoire Mehl |
| 12:30 - 14:30 | Lunch | | |
| 14:30 - 15:30 | Working Groups to critically look at work done in the project (5 parallel working | ALL GROUPS BEGIN WORK AT 14H30. ROOMS AND WORKING LANGUAGES ARE INDICATED ON PAGE 7 | |

| | | |
|---|---|---|
| | groups) | Working Group A1 - Basic Concepts and Key Competencies - led by Ruud Veldhuis (Netherlands) |
| 15:30 - 16:00 | Break | |
| 16:00 - 17:30 | Working Groups to critically look at work done in the project (5 parallel working groups) | Rapporteur: Marino Ostini (Switzerland)<br><br>Presentation: François Audigier (France)<br><br>Working Group A2 - Sites of Citizenship: Empowerment and Partnerships- led by Liam Carey (Ireland)<br><br>Rapporteur: José Manuel Pureza (Portugal)<br><br>Presentations: Rajka Pticek (Croatia), Ramon Mandado (Spain)<br><br>Working Group A3 - Education for Democratic Citizenship: Strategies for Learning - led by Reinhild Otte (Germany)<br><br>Rapporteur: Isak Froumin (Russia)<br><br>Presentations: Vedrana Spajic-Vrka (Croatia), Karlheinz Duerr (Germany) and Isabel Martins Ferreira (Portugal)<br><br>Working Group A4 - Youth Participation in and out of school - led by Andreas Karsten (European Youth Forum)<br><br>Rapporteur: Jacek Królikowski (Poland)<br><br>Presentations: Alfred Mallia (Malta) and Anita Stefin (Slovenia) |

| | | |
|---|---|---|
| | | Working Group A5 - Social Cohesion and Civil Society - led by Frans Lander (Netherlands)<br><br>Rapporteur: Joella Gipson (USA)<br><br>Presentation: Jean-Marie Heydt (France) |
| 17:30 - 18:30 | Info-market | Exhibition of information materials by the participants (see page 11) |
| 19:30 | Reception offered by the Mayor of Strasbourg,<br><br>Place Broglie | |

| Date/time | Event | Contribution/title | Institutions/Names |
|---|---|---|---|
| 15/09/2000 (Friday) | Day 2<br><br>EXPLORATION | | |
| | | Critical Appraisal of EDC Project Results | Chairperson: Dominique Barthelemy (Belgium), Vice-Chairperson of the Education Committee |
| 9:00 - 9:30 | Plenary Session<br><br>Room 1 | - Synthesis presentation of results of the Stocktaking Working Groups (Day 1) by the General Rapporteur<br><br>- Plenary discussion | Presentation: Keith Forrester (UK) |
| 9:30 - | | Panel discussion | Moderator: Krystof |

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|---|---|---|---|
| 10:30 | | From stocktaking to new explorations | Ostrowski (Poland), Chairperson of the Higher Education and Research Committee<br><br>Panelists: Fritz Oser (Switzerland), Marc Elchardus (Belgium), Janez Krek (Slovenia) |
| 10:30 - 10:45 | | Presentation of Exploration Working Groups | |
| 10:45 - 11:15 | Coffee Break | | |
| 11:15 - 12:30 | Working Groups to examine new issues of EDC | ALL GROUPS BEGIN WORK AT 11H15. ROOMS AND WORKING LANGUAGES ARE INDICATED ON PAGE 9<br><br>Working Group B1 - Educational Policy Reforms for Democratic Citizenship - led by Pavel Cink (Czech Republic)<br><br>Rapporteur: David Kerr (UK)<br><br>Presentation: Else Husa (Norway)<br><br>Working Group B2 - EDC, Media and New Technologies - led by Gábor Boldizsár (Hungary)<br><br>Rapporteur: Guus Wijngaards (European Schoolnet),<br><br>Presentations: Armand Anderson (Sweden) | |
| 12:30 - 14:30 | Lunch | | |
| 14:30 - 15:30 | Working Groups to examine new issues of EDC<br><br>(5 parallel working groups) | | |
| 15:30 - 16:00 | Break | | |
| 16:00 - 17:30 | Working Groups to examine new issues of EDC<br><br>(5 parallel | | |

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|---|---|---|
| | working groups) | Working Group B3 - Education for Democratic Citizenship and Gender - led by Jocelyne Lamoureux (Canada)<br><br>Rapporteur: Karen O'Shea (Ireland)<br><br>Presentations: Ann Louise Gilligan (Ireland), Richard Sancho (France)<br><br>Working Group B4 - Citizenship and Business - led by Joseph Wieland (Germany)<br><br>Rapporteur: Dominik Buechel (Switzerland)<br><br>Presentation: Ian Pearce (European Business Network for Social Cohesion)<br><br>Working Group B5 - Global Citizenship and Solidarity - led by Alessio Surian (Council of Europe, North-South Centre)<br><br>Rapporteur: Dakmara Georgescu (Romania)<br><br>Presentations: Marianne Munis (Denmark), Jacob Sovoessi (Benin) |
| 17:30 - 18:30 | Info-market | Exhibition of information materials by the participants (see page 11) |
| 19:30 | Reception offered by the Council of Europe, Restaurant Bleu | |

| Date/time | Event | Contribution/title | Institutions/Names |
|---|---|---|---|
| 16/09/2000 (Saturday) | Day 3 | | |

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|---|---|---|---|
| | FUTURE | | |
| | | | Chairperson: Daniel Zielinski, President of the Council of Europe NGO Liaison Commission |
| 9:00 - 9:30 | Plenary Session<br><br>Room 1 | Reporting back from the Working Groups of Day 2 by their rapporteurs | |
| 9:30 - 10:00 | | Plenary discussion | |
| 10:00 - 10:30 | | Presentation of proposed future EDC activities of the Council of Europe | Frans Lander (Netherlands) |
| 10:30 - 11:00 | Coffee Break | | |
| 11:00 - 12:30 | Plenary Session | Panel discussion on the outlook of future actions | Moderator: Ambassador Benoît Cardon, Permanent representative of Belgium at the Council of Europe<br><br>Panelists: David Coyne (EU), Edouard F. Matoko (UNESCO), Alain Mouchoux (NGOs), Lucinia Bal (Soros Foundation) |
| 12:30 - 12:45 | Coffee Break | | |
| 12:45 - 13:30 | CLOSURE | Report by Rapporteur | Keith Forrester (UK) Mwesiga Baregu (Zimbabwe) |

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|---|---|---|---|
| (end of the Conference 13:30) | | General<br><br>Closing Address | |

## Appendix II - WORKING GROUPS

STOCKTAKING 14 September 2000

The aims of these working groups are to present and discuss critically the results of the EDC Project.

A1 - Basic Concepts and Key Competencies

Moderator: Ruud Veldhuis (The Netherlands)

Rapporteur: Marino Ostini (Switzerland)

Presentation: François Audigier (France)

Room 2 (2nd floor)

Working Language: English/French

Secretariat: Vilano Qiriazi

What is the common understanding of democratic citizenship and key competencies for EDC?

How is this understanding made relevant for educational policies and practices? How is it shared among the various EDC actors?

What are the actual practices for identifying and assessing EDC competencies and skills?

A2 - Sites of Citizenship: Empowerment and Partnerships

Moderator: Liam Carey (Ireland)

Rapporteur: José Manuel Pureza (Portugal)

Presentations: Rajka Pticek (Croatia), Ramon Mandado (Spain)

Room 6 (2nd floor)

Working Language: English

Secretariat: Karin Völkner

What are sites of citizenship?

What was learnt from the sites experiences within the EDC Project and how was it learnt?

What are the needs for sites development (political support, training, communication and networking, financial support)?

A3 - Education for Democratic Citizenship: Strategies for Learning

Moderator: Reinhild Otte (Germany)

Rapporteur: Isak Froumin (Russia)

Presentations: Vedrana Spajic-Vrka_ (Croatia), Karlheinz Duerr (Germany) and Isabel Martins Ferreira (Portugal)

Room 8 (2nd floor)

Working Language: English/French

Secretariat: Angela Garabagiu

What are the various facets of learning to live together?

What are the obstacles and potentials of learning for EDC?

How can the synergies between formal and non formal learning be supported?

A4 - Youth Participation in and out of school

Moderator: Andreas Karsten (European Youth Forum)

Rapporteur: Jacek Królikowski (Poland)

Presentations: Alfred Mallia (Malta) and Anita Stefin (Slovenia)

Room 16 (opposite the Travel Agency)

Working Language: English

Secretariat: Mechthilde Führer

What are the conditions, motivations and forms of youth participation in and out of school?

How can the links between school and out-of school, formal and non-formal participation be strengthened?

What are the links between youth cultures, lifestyles and citizenship?

A5 - Social Cohesion and Civil Society

Moderator: Frans Lander (The Netherlands)

Rapporteur: Joella Gipson (USA)

Presentation: Jean-Marie Heydt (France)

Room 17 (opposite the Travel Agency)

Working Language: English/French

Secretariat: Eleni Tsetsekou

How does active citizenship contribute to strengthening equity and inclusiveness?

How do shared responsibilities and partnerships contribute to social cohesion?

What is the role of civil society and community development for EDC?

EXPLORATION 15 September 2000

The aims of these working groups are to discuss lesser considered issues and to explore possible future developments of EDC.

B1 - Educational Policy Reforms for Democratic Citizenship

Moderator: Pavel Cink (Czech Republic)

Rapporteur: David Kerr (UK)

Presentation: Else Husa (Norway)

Room 6 (2nd floor)

Working Language: English/French

Secretariat: Vilano Qiriazi

What are the key features of existing EDC policies in member countries?

What are the key policy requirements for strengthening EDC?

What measures should be taken to include EDC in policy reforms?

B2 - EDC, Media and New Technologies

Moderator: Gábor Boldizsár (Hungary)

Rapporteur: Guus Wijngaards (European Schoolnet),

Presentations: Armand Anderson (Sweden)

Room 11 (2nd floor)

Working Language: English

Secretariat: Mechthilde Fuhrer

What is the link between media education and EDC?

How can media and new technologies foster democratic citizenship and learning for democratic citizenship?

What support can be given to learners for pertinent selection and use of information?

B3 - EDC and Gender

Moderator: Jocelyne Lamoureux (Canada)

Rapporteur: Karen O'Shea (Ireland)

Presentations: Ann Louise Gilligan (Ireland), Richard Sancho (France)

Room 17 (opposite the Travel Agency)

Working Language: English/French

Secretariat: Karin Völkner

What are the implications of EDC for the promotion of equality between women

and men?

What are the conditions and forms for gender citizenship initiatives?

How can gender issues be included in EDC policy reforms?

B4 - Citizenship and Private Enterprise

Moderator: Joseph Wieland (Germany)

Rapporteur: Dominik Buechel (Switzerland)

Presentation: Ian Pearce (European Business Network for Social Cohesion)

Room 16 (2nd floor)

Working Language: English

Secretariat: Angela Garabagiu

What is the role of the economic sector in a democratic society?

How can the relationship and collaboration between enterprise

and EDC be fostered?

How can business management promote democratic citizenship?

B5 - Global Citizenship and Solidarity

Moderator: Alessio Surian (Council of Europe, North-South Centre)

Rapporteur: Dakmara Georgescu (Romania)

Presentations: Marianne Munis (Denmark), Jacob Sovoessi (Benin)

Room 2 (2nd floor)Working Language: English/French

Secretariat: Eleni Tsetsekou

What are the understandings of global citizenship?

What are the conditions and forms for global citizenship initiatives and how do they nourish solidarity?

How can the co-operation between European and international EDC initiatives be strengthened?

III INFORMATION MARKET

The main objectives of the information market are to create an opportunity for an informal exchange of practices and experiences of Education for Democratic Citizenship and to help building networks of EDC initiatives.

At the same time the following presentations will take place in Room 11 (with English-French interpretation):

Thursday 14 September

17:30-17:45 Presentation of the Strasbourg Citizenship Site

(Meeting with the Project's young members)

17:45-18:00 Presentation of the Moldovan Citizenship Site

Ms Elena Prus

(Slides)

18:00-18:15 Presentation of activities of the Italian Citizenship Site

Ms Anna Paola Tantucci

(PowerPoint)

Friday 15 September

17:30-17:45 Presentation of the Portuguese Citizenship Site

Jose Manuel Pureza

(PowerPoint)

17:45-18:10 Presentation of "Youth Town", Denmark

M.E. Christoffersen

(Slides)

IV MEETINGS OF MODERATORS, RAPPORTEURS AND PRESENTERS OF

WORKING GROUPS

Wednesday, 13.09.2000

17:00 - 18:00 Meeting of Moderators, Rapporteurs and Presenters of

Stocktaking Working Groups (Day 1)

Room 17 (opposite the Travel Agency)

Thursday, 14.09.2000

17:30 - 18:30 Meeting of Rapporteurs of Stocktaking Working Groups (Day 1)

with the General Rapporteur, Keith Forrester

Room 16 (opposite the Travel Agency)

Meeting of Moderators, Rapporteurs, and Presenters of Exploration Working Groups (Day 2)

Room 17 (opposite the Travel Agency)

Friday, 15.09.2000

17:30 - 18:30 Meeting of Rapporteurs of Working Group of Day 2 with the General Rapporteur, Keith Forrester

Room 16 (opposite the Travel Agency).

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## APPENDIX III

## *Opening address by Mr Walter Schwimmer*

## *Secretary General of the Council of Europe*

Madam Chairperson,

Madame le Maire,

Ladies and Gentlemen,

It gives me great pleasure to welcome you to the final conference of the Council of Europe project on "Education for Democratic Citizenship".

Nearly all European countries are represented here, and the fact that we can also welcome participants from the United States, Canada, Israel and from African countries, shows the global dimension of education for democratic citizenship, which is not a luxury but a world concern.

For the Council of Europe, education for democratic citizenship is part and parcel of the core mission of the Organisation to build a freer, more tolerant and just society based on common values and solidarity. It is complementary to the political and legal activities carried out by the Council of Europe to sustain pluralist democracy, human rights and the rule of law.

This priority was reaffirmed in 1997 by the Second Summit of the Council of Europe. The Heads of State and Government decided to launch an initiative for education for democratic citizenship with a view to raising citizens' awareness of their rights and responsibilities in a democratic society. The project which ends today attempted to rise to this challenge with a broad range of activities, combining work on concepts and strategies with the practice-oriented development of sites of citizenship.

Education for democratic citizenship aims at helping citizens acquire the awareness and skills they need in order to responsibly participate in the shaping of their social and political environment. Not only do they learn to play an active part in public life, but also to develop a

vision for the future of society. Education for democratic citizenship is not solely about teaching the legal basis of participation, although I remain convinced that sound knowledge of the legal framework and the political system are important aspects of the learning process.

The state-of-the-art expression for what the project tries to achieve is "empowerment", a life-long process, which encourages and enables citizens to accept not only responsibility for themselves, but also for their society.

Education for democratic citizenship is thus a highly political matter. It aims at promoting in theory and in practice a culture of democracy, in terms of values, knowledge and attitudes within individuals and their interaction in society. It transforms the principles of human rights, pluralist democracy and the rule of law into daily practice.

At the threshold of the new millennium, even well-established democratic societies face a number of risks. As a result of feeling alienated and not involved in decisions concerning them, citizens, especially young people, show a worrying disinterest in public life - or "Politikvedrossenheit" - which goes hand-in-hand with a mounting distrust in, and disrespect for, democratic institutions. Corruption and an often incomprehensible and slow administration and judiciary endanger respect for the Rule of Law. Intolerance, racism and anti-Semitism threaten and violate citizens' human rights in many of the Council of Europe's member States. These developments can lead to a sense of social disintegration.

Obviously, we cannot just sit back and watch. Democratic society is not something, which, once achieved, will stay forever. It is a dynamic concept requiring permanent efforts to be kept alive and function successfully. In particular, we have to convince citizens that their participation does actually have an effect on decision makers, that their involvement in community matters improves their lives.

The "Citizenship Sites" which constitute an important part of the project can serve as models for encouraging citizen participation. They talk about trust building, communication and cooperation, of learning to live together and constructive conflict resolution.

This project has shown how much education for democratic citizenship contributes to social cohesion and stability. Social development and change also benefit from awareness, from citizens who understand the developments surrounding them. This is particularly important in

transition societies often lacking commonly shared values.

Adherence to a shared value system stems less and less from a uniform society, from social homogeneity. Social and democratic cohesion originate from citizens' participation in planning, decision-making and finding solutions to their concerns, particularly in their vicinity. Both active citizenship and social cohesion benefit from citizens' sense of belonging and from their understanding of the policies which are put forward and the measures taken by the authorities.

Education for democratic citizenship is a strategy of social cohesion. It creates conditions and opportunities for a shared access to democratic society through participation and decision-making. Supporting education for democratic citizenship means investing in people, in human resources, and in the social capital of our democracies.

Drawing on the manifold initiatives in member States, and on those carried out by international organisations and NGOs, the Council of Europe project has highlighted that education for democratic citizenship is a major concern in educational practice, policy and reform throughout Europe. This project has provided a strong impetus for discussing, defining and implementing key features of education for democratic citizenship.

Today and tomorrow, you are invited to critically assess the results which will be presented to you. Has the project provided satisfactory answers to questions such as: What is education for democratic citizenship? Do we have a common understanding of content and objectives? How does one learn to become a democratic citizen? What are the most promising methodologies? And of course - How can we further support and develop education for democratic citizenship ?

You will discuss the future of education for democratic citizenship in the Council of Europe. Although this conference is called a final one, it does not signal the end of our commitment to this area of work. Education for democratic citizenship will continue to be a core element of the Council of Europe education programme.

The project results and the outcome of this Conference will feed the discussions of the European Ministers of Education and of Higher Education when they meet in Cracow next month.

As political and educational decision makers, we have the

responsibility not only to create the legal framework which is the basis of all democratic societies, but also to enable the citizens of Europe and elsewhere to use the participation mechanisms which are offered to them. This includes defining concepts and developing methodology as well as the implementation of participation models in the field. In order to be successful, this ambitious project will have to be carried out in close cooperation between public authorities and governments, NGOs, international organisations and the citizens concerned.

The Council of Europe is currently in the process of redefining its aims and working methods. I strongly believe that our work in the field of education for democratic citizenship should be continued and indeed be a cornerstone of our activities in the education field. Only the Council of Europe has the credibility, experience and membership to carry out this work on a truly European scale. I realise that you participating in this meeting here and the Ministers of Education are still discussing what exactly our future involvement in this area should be. Personally, I am convinced that concepts need to be comprehensive and diverse in order to respond to the European reality.

I wish you most challenging discussions and a very successful conference.

Thank you.

A post scriptum

If Education for Democratic Citizenship has a specific institutional "raison d'être" for the Council of Europe, it first and foremost involves people who are actively involved in citizenship sites in Croatia, Italy, Portugal, Ireland, Quebec, and Belgium to whom I would like to pay tribute and quote from.

*"Now, after the site activities, I am aware of the problems in my community. I try to fight with my group against racism and discrimination (...). I started reading newspapers thoroughly to know more about what happens in Croatia as well as in the whole world. I pay more attention to relations between teachers and pupils where I think I can help a lot to make things better".*

*"Our fight started six years ago. Now Mazzini Square is "new" and citizens can "live" it!!! We are always going to find new things to fight for. We want to become stronger and plan. For us democracy means*

*growing up".*

*"Lifelong learning through community activities helped to keep in touch with each other, to learn to be independent, to offer solutions, to increase social responsibility, and it also changed some attitudes".*

*"The programme of civil, social and political education has given me knowledge for the future, the skills for everyday living and the joy of working as a member of a team to achieve something I feel is worthwhile in our lives".*

*"We do not throw out our differences, but our disputes. Weapons are left at the door. A dojo is created, a place of common learning - hence the importance of the word `crossroads': when a question crops up, training is devised for a meeting with a view to action".*

*"Je crois que l'on pense trop que les « jeunes » ne savent pas bouger et prendre des décisions et des initiatives. En participant à ce parlement, c'est l'occasion de montrer que l'on est là et que l'on est prêt à prendre la relève ».*

## APPENDIX IV -

## Keynote address

*by Ms Catherine Trautmann*

We have come together to discuss the challenges facing education for democratic citizenship in Europe today and tomorrow. Before coming to the heart of the subject, I would like first to thank the Council of Europe for honouring me with its invitation to say a few words at the opening of this conference, which is the culmination of several years of quite remarkable joint efforts under the auspices of the Council of

Europe.

The idea of education for democratic citizenship is not new. As you know, in a way it is at the core of the question of democracy. Historical examples immediately come to mind, at all events for a French person with a classical education. The example of Greek democracy, of Athenian democracy, the experience of which is inseparable from that of secondary school, the *lycée* or *gymnase*. I would point out in passing that in antiquity, education for democratic citizenship included physical education. Closer to the present day, as you know, the French Revolution radically raised the issue of citizenship as indissociable from that of education, about which the great Condorcet wrote some marvellous things. Throughout the 19th century, the struggle for the Republic was for us identical with the struggle for education, and the Republic did not prevail as a stable form of government in France until the introduction of universal education under Jules Ferry.

Of course, the question of schooling does not begin and end with the question of education for democratic citizenship, although that is an important part of it. The true value of the Council of Europe's initiative today is precisely to have stated in a radical fashion:

- that citizenship training cannot be confined to the school context alone, because it is a matter for society as a whole;

- that citizenship training cannot be limited solely to time spent in school, but must be lifelong;

- that democratic training cannot be restricted to teacher-pupil relations: priority must be given to experimentation, which is the point of the experimental sites that you have put into place.

Through this programme, the Council of Europe commits all countries to taking up the dual challenge to which Europe must rise:

- firstly, that of a society in which access to knowledge is becoming essential not only to democracy but also to development; this is the great challenge of the knowledge-based information society which we must meet, a challenge posed by the revolution brought about by the information and communication technologies;

- secondly, what I would call new democracy, and what in your documents you refer to as democratic citizenship, which must meet the growing aspirations of our fellow citizens to be actively involved in

community affairs, above and beyond simply exercising of the right to vote.

In the light of this new situation, it would be very dangerous to believe that ready-made answers exist. On the contrary, this is a great adventure, and today we must come up with new ways of exercising democracy, and invent the democracy of tomorrow; and the only way of doing so is through experimentation.

As Mayor of Strasbourg, I have sought since 1989 to set up and systematically to develop participatory bodies for the city's inhabitants;

- first of all, for those who were excluded from the system of representation by their status or age, that is to say foreigners and young people. The foreign residents of Strasbourg are involved in civic affairs through the Consultative Council of Foreign Residents. And starting at the age of 13, young people elect their neighbourhood and urban councils, which play an active part in municipal affairs;

- in 1995 we also set up neighbourhood councils throughout the city. These bring together councillors, people running clubs and associations, and local figures, and provide permanent opportunities for learning about democratic citizenship. It is a difficult yet fascinating experiment.

At the same time, we have launched a major popular education programme based on the same considerations as those which have guided your work, namely better lifelong access to knowledge outside school hours and schools themselves, bringing together all those active in education in Strasbourg and harnessing the new opportunities offered by the information and communication technologies in all their forms, from the worldwide web to local television.

As Minister for Culture, I have sought to implement and place at the heart of our culture policy questions of artistic education, access for the greatest number to culture, and the enhancement and promotion of amateur cultural activities. The question of culture is a fundamental aspect of education for democratic citizenship. And I am fully in agreement when you write that a new field has been asserting itself in recent years on the question of cultural rights; that the question of the cultural dimension of citizenship is being posed in a more general manner; that a fundamental objective of education for democratic

citizenship is to strengthen the culture of democracy; and that we must not forget that although it is clear that the sense of belonging is expressed in terms of shared values, identity, history, heritage and memory, it is also an essential link with a projection into the future, an ability to build a joint project.

For us, this joint project has a name: Europe - a polyglot, multicultural, polycentric, supportive Europe that welcomes foreigners and is open to the world. The gamble is far from being won, and we ought to know: the example of Austria is still fresh, and the temptation to withdraw into oneself, to close the door to others, remains strong throughout the continent. That is the challenge to which a programme of education for democratic citizenship must be able to rise.

## APPENDIX V - *Closing address by Mr Mwesiga Baregu*

I would like to introduce myself.

I live and work in Zimbabwe but my home base is essentially Tanzania, precisely the University of Dar-es-Salam. I will be making references to Dar-es-Salam so that you do not feel that this is a rather strange kind of connection.

Secondly I would like to thank the organisers for having asked me and invited me to this conference. I am not entirely clear if I want to thank them for having asked me to fulfil this task because I feel that it is a very difficult task. I took it with all the courage necessary. And I hope that they will be happy with the results. Thirdly let me also congratulate the team of researchers, as a researcher myself, for having arrived at the results they did.

I feel exceptionally honoured to have been asked to make some closing remarks for this very important conference. At the same time however I feel like an after-dinner guest speech. They must feel duty bound to express their gratitude for the hospitality received and the food consumed, and I think that it would be considered impolite to criticise your hosts. Rather I think it goes for a lot of cultures.

It is therefore with some trepidation that I wish to crave your indulgence while I share some random reflections on a number of issues that have captured my attention or imagination in the last two or three days.

By way of focusing my remarks let me begin by quoting a few voices that echo some recent experiences of democracy in Africa. Some of these insights were gained in the course of our Research and Education for Democracy programme the Dar-es-Salam University in Tanzania which is still an ongoing programme.

We fought for freedom all our lives and all we got was democracy. (quote from South Africa)

If a single party has brought us to this sorry state of affairs, many parties will finish us off. (Tanzania)

If democracy does not give us our land back there will be another

Chimurenga. (Zimbabwe)

When will democracy end? (Mozambique)

Do you mean democracy or domocracy. (means talk, talk, talk - Kenya)

Democracy may mean liberating but we cannot eat democracy. (Nigeria)

These are just random quotations giving some idea about recent experiences, experiences with democracy and probably indicating the magnitude of the problems to be addressed by education for democratic citizenship.

Let me stress first and foremost what I found most instructive and then I will mention with brief comments, the issues that grabbed my attention and stimulated my imagination.

One of the most instructive aspects of this conference for me has had to do with my location. It is not very common for someone from Africa to participate in a conference in which Europe is engaging in introspection and some critical self examination. In Africa, we are more used to a Europe which through its donor agencies, is self assured and assertive about questions of democracy. It is a Europe that describes democracy and imposes democracy conditionalities in return for what is popularly known as development assistance. It is therefore refreshing to have been at the other end where I did not have to be lectured to by democracy experts, but have the chance to engage in a process that is essentially reflective, creative and admitting certain weaknesses in the European system in order to improve it. I am very grateful for that.

The second instructive moment of the conference has been the commonality of the concerns addressed here with the problems that are faced in Africa and other parts of the world which are variously engaging in establishing democratic systems that are likely to work best for them.

Such questions include:

widening and deepening political participation;

enhancing political and citizen competence;

imparting skills to enable effective participation;

creating democratic norms of tolerance and peaceful political competition and contestation.

We have all these problems and we have not found a solution to all them as you know.

Let me now come to the gripping issues. I must stress that these are not presented in any order of importance, and they occurred to me anywhere between the Plenaries, the Working Groups, the restaurant and indeed the long and winding corridor of power displaying busts of some of the men (and I stress men as I did not see busts of women) that have contributed towards the creation of a more united and peaceful Europe in the form of the Council of Europe.

I must hastily add however that in my part of the world some of these men are remembered for their imperialist exploits that have laid bare a number of countries and are at least, in part, responsible for the persistent poverty that is the result of the continued exploitation of these countries and in particular Africa itself.

Globalisation

Globalisation is one of the pervasive concepts that has appeared in almost all of the presentations. The Global village is one of the many metaphors employed to capture the notion of globalisation. I think that the picture of globalisation as a process leading to the emergence of a global village is false. A village, like the one I grew up in, is driven by values of compassion, sharing and conviviality. This is certainly not what is emerging in the contemporary international system. Instead what I see is a Hobbesian world characterised by individualism, greed and growing narcissism. In Africa this has taken the form of combined processes of centralising Africa's resources while marginalizing Africa's people. This has had the impact of intensifying resource struggles in what has been called the second's struck scramble for Africa. This is my view in my own research in peace and conflict in Southern Africa, this is, at least in part, responsible for the many conflicts that are raging in Africa including the one in the democratic Republic of Congo. Globalisation therefore to me in the Leninist tradition would be that globalisation is the highest state of imperialism. Just as Lenin saw a hundred years ago, that imperialism was itself the highest stage of capitalism at that time. Yet the idea of a global village seems to me

not only desirable but also achievable and that's why people use the image of a global village. But it means that there must be the clarity of goals as well as the political will and tenacity of purpose to achieve that goal. It cannot be left to the market forces alone, particularly when we seem to face structural global market failure which was the message of the now defunct and feared G77 demands for a New International Economic Order.

Another issue that sprung up in my mind relates to conflicting views of democratisation. In brief these are the prescriptive or impositional versus the organic or home-grown democratisation views.

It is indeed a very positive thing that such a project was undertaken and the questions raised are extremely relevant for all of us. We in Africa have been the recipients of democratic norms as if we had none before colonisation. In brief it looks to me that the prescription of democracy can be counterproductive. Recently in Zimbabwe for example, the EU observer mission and other missions determined a priori that the elections would not be free and fair, even when the internal opponents believed they would be. So it is not entirely clear who is the best judge. My concern here is that it does not serve the cause of advancement of democracy.

Global Hegemony or Democracy?

The recent UN millennium Conference was among other things, concerned with emergency patterns of global governance. At a time when the General Assembly has been all but subordinated by the Security Council, and the Security Council itself is by-passed by key members as happened in the bombing campaign in ex-Yugoslavia, we need to think hard. Will global governance be hegemonic and dictatorial or will it be participative and collective. EDC has to begin to create the relevant norms and values particularly among the young. Certainly some have raised questions concerning counter-hegemonic initiatives.

ICT (Information and computer technology)

The rapid development of ICT has created challenges, opportunities and dilemmas. One of the dilemmas emanate from the uneven diffusion of this technology. Whereas web-site contacts may be established between New York, Paris or London and Dar-es-Salaam, and children may engage in global chatting at this level, the bulk of Tanzania's children, with dilapidated classrooms, without text and

exercise books, etc, have a completely different experience. This form of marginalisation is bound to lead to structural exclusion on a world scale. If we are talking about the indivisibility of the human experience we must find ways of enhancing inclusion on this basis.

Global Citizenship

There are at the moment what I consider contradictory though concurrent tendencies in the global system. On one hand we see and experience a process of emerging large trading blocks and indeed probably impending political union in certain regions. Some of this process is driven by market forces but most of it in my view, is by negotiated intervention between states and other actors. On the other hand, we are witnessing processes of disintegration of fragmentation of societies with weak states, weak societies and nearly non-existent or dormant markets. In this situation, where does the locus of global citizenship lie? Is it a normative and aspirational goal or is it an ascriptive goal given by the process which we have to adapt to? Is it a matter of choice or does it arise from some necessity? How do we reconcile national, regional and global sites of citizenship if we are yet to be global citizens?

Democracy and Social Justice

The proverbial gap between the haves and the have nots is growing. The concentration of wealth and incomes in progressively fewer countries and fewer people is increasing. Some of the figures are almost indescribable. At the same time the norms and values of re-distribution and fairness are declining. This is leading to the perversion of democracy in some situations and placing it on the opposite side of justice. The highly skewed land ownership system in Zimbabwe which holds about 90%, in which about 90% of the population is virtually landless, is defended by injunctions of democracy, rule of law and property rights. This is one of the risks that EDC faces, it may be used to defend the status quo, or even to support injustice or it may be used proactively to promote and defend socio-economic justice.

Finally let me take a stab at the myth of the market. In the past with the rise of market liberalism (I mean about five years ago), there also emerged a false dichotomy between states and markets. State intervention in markets was considered negative and it was condemned since it distorted the efficient and optimal allocation of resources by market forces. In the Project Report, there is little mention of the role of the state. Instead the new dichotomy is between

markets and ethics. Coming from the periphery of this global system this is a new notion to me and I need time to really understand it, so I will not comment on it. But I know that in our situation the choice is not between either states and markets, or markets and ethics. Our challenge is a much greater one. My view is that the state in Africa and in many so called third world countries still has a historical role to play particularly in protecting, exploiting and mobilising its resources for the development of its people. The weak states, in Africa for example as it exists today, is an invitation to untrammelled exploitation as it takes place in many parts of the continent. The strong state which I am proposing however needs to be legitimate, and this is where EDC and democratisation might be able to assist us. Such legitimacy can be obtained from an equally strong civil society composed by politically competent citizens.

In the African context, this calls for the emphases to be placed on new constitutional orders which can replace the classical post-colonial constitutions (the Lancaster House Constitution and the Marlborough House Constitution that we obtained from England) that merely transferred political power from the colonisers to the new national elites without creating a legitimate social order based on the popular control of public power.

This is my view which should be the goal of EDC not only in Africa but also in other countries, and in my view this would constitute a very convenient and productive entry for collaboration with the EU and the Council of Europe and other potential smart partners.

Thank you very much.

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